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ABSTRACT

This action research project implemented and evaluated an intervention for increasing prosocial behaviors while decreasing inappropriate behaviors among elementary school children. The targeted population consisted of elementary school students in both lower- and upper-middle-class communities located in central Illinois. The problem of poor social skills was documented by means of behavioral checklists and a social skills inventory. Possible causes for this problematic behavior included inadequate social skills knowledge, inadequate practice using social skills, environmental factors, health problems, and inconsistent expectations for behavior. A review of solution strategies resulted in an intervention which included direct instruction in social skills and the use of cooperative learning structures. Post intervention data indicated an increase in prosocial behavior and a decrease in negative behavior. (Nineteen appendices include daily and weekly behavioral checklists, social skills diagnostic screen data, instructional tactics for teaching social skills, sample lessons, children's literature lists, classroom management plan, and sample forms for classroom use. Contains 37 references.) (Author/SD)

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SOCIAL SKILLS IMPROVING STUDENT BEHAVIOR

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An Action Research Project Submitted to the Graduate Faculty of the

School of Education in Partial Fulfillment of the

Requirements for the Degree of Master of Arts in Teaching and Leadership

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Field-Based Masters Program

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ABSTRACT

This report describes a program for increasing prosocial behaviors while decreasing inappropriate behaviors. The targeted population consists of elementary school students in both lower and upper middle class communities located in central Illinois. The problem of poor social skills will be documented through behavioral checklists and a social skills inventory.

There are several possible causes for this problematic behavior. These include: inadequate social skills knowledge, inadequate practice using social skills, environmental factors, health problems, and inconsistent expectations for behavior.

A review of solution strategies suggested by literature and knowledgeable others, combined with an analysis of problem setting has resulted in an intervention, which includes direct instruction in social skills and the use of cooperative learning structures.

Post intervention data indicated an increase in prosocial behavior and a decrease in negative behavior.

CHAPTER 1

PROBLEM STATEMENT AND CONTEXT

General Statement of the Problem

The students of the targeted elementary classrooms exhibit poor social skills that interfere with the ability to interact age appropriately with their peers and people in authority. Evidence of the existence of the problem includes teacher observation and behavioral checklists.

Immediate Problem Context

School A

The personnel of School A consists of a principal, an administrative assistant, 26 regular division classroom teachers, 6 special education classroom teachers, 4 classroom aides, a librarian, 2 speech and language teachers, a teacher/parent resource library aide, a Success For All reading facilitator, 2 full time certified reading tutors, a full time home/school facilitator, a computer technology aide, 6 part-time Reading Recovery/classroom teachers, and an LD Resource teacher. This school also employs four specialists: two physical education, one art and one orchestra teacher. The total teaching/supervisory/paraprofessional staff is 52 persons. Forty percent of the staff have their master's degree and 16% are currently working toward a master's degree. The number of years employed ranges from 2 - 37, with an average of 14 years.

This particular school is located in the southern part of the city. It was built in 1914, with additions in 1931, 1949, and 1992. The building is currently in good

physical condition. It's current enrollment is 651 students in Pre-K through fourth grade. The school has 25 regular classrooms and six special education classrooms.

The average class size is 43 at Pre-Kindergarten (22 in the morning session and 21 in the afternoon session), 25 at Kindergarten, 24 at first, 22 at second, 24 at third, and 27 at fourth. Seventy-five percent of the students are African-American, 23% are Caucasian, and 2% are Hispanic. There is a mobility rate of 43%, which is lower than past years, but higher than the district average of thirty-one percent (Peoria, 1995).

The attendance rate is 92.4% with a 2.8% chronic truancy rate. Standardized test scores have consistently fallen into the bottom quartile (Peoria, 1995). Twenty percent of the students have had at least one retention. Twenty-five percent of the students have been referred to the principal's office for gross behavior problems. Of that 25%, almost half have been suspended from school. Sixty-nine percent of the students come from single-parent households, 9% live with foster families, and 83% qualify for free or reduced priced meals. The families in this neighborhood have some of the lowest incomes in the city (Peoria, 1995).

In the fall of 1996, the targeted school implemented a new intensive reading program. The "Success For All" program takes ninety minutes daily. It was developed by Slavin, Madden, Dolan, and Wasik in conjunction with John Hopkins University. This is a "schoolwide" restructuring program aimed at serving many at-risk students. Children are placed at a reading level where they can achieve success. Students are tested every eight weeks to check progress and regrouped, higher or lower, where they will be successful. The average reading group size is 20 children. There are two certified reading tutors who work one on one with approximately 20 children daily.

Two other components of the "Success For All" program, used only in Kindergarten and first grade, are "Story Telling and Retelling"(STaR) and the Peabody Language Development program. STaR is a program that focuses on listening skills and comprehension. A book is read to the children for two consecutive days, with questions being asked throughout the story. At the end of the second day two to three children are chosen for an individual comprehension conference. They are asked a series of questions pertaining to the story. These questions ask about the title, characters, events, and their favorite part of the book. Different children are chosen each time to assess the comprehension of each individual in the classroom.

Thematic learning and journal writing are also very important components of the kindergarten program. The thematic units cover a variety of topics and usually last between two and three weeks.

The children of the targeted school participate in physical education for 90 minutes (two 45 minute sessions) and music for 45 minutes per week. They also have the opportunity of visiting the computer lab for 30 minutes and the library for 30 minutes per week.

During the past year, the district adopted a new manipulative, problem-solving mathematics program. In addition to this program, kindergarten uses the "Math Their Way" strategies.

Support is given to the targeted school from many sources within the community. There are two Adopt-A-School partners that are actively involved with the school. Pizza Hut sponsors a "Book-It" reading program. Many local companies have provided materials for teachers and students.

There is a narrow strip of businesses near the school's location which constitutes a main traffic route. This results in 60% of the students being bussed to school by

district transportation, due mainly to the safety features of having to cross one of the busiest streets in the city. The remaining 40% walk to school or are transported by parents.

School B

The personnel of School B consists of one principal, 23 regular division classroom teachers, 5 special education teachers and 4 specialists (2 physical education, 1 music, and 1 orchestra teacher). The Hearing Impaired Division also has seven teacher aides and one part-time clerk. There is one full-time secretary and one part-time clerk in the regular division. The teachers have an average of 17 years experience and 70% have obtained a master's degree.

This particular school, built in the late 1940's, houses 530 students in Kindergarten through the fourth grade. It is located in the mid-central part of the surrounding community, which includes incomes that range from low income families to middle income families. Approximately half of the students are bussed to and from school.

The average class size is 23.8 at Kindergarten, 24.5 in first grade, 24 in second grade, 21.8 in third grade, and 25 in fourth grade. The children are 46.6% African-American, 48.9% Caucasian, and 1.4% Hispanic. Half of the children qualify for free or reduced priced meals. There is a 48.2% mobility rate, which is higher than the district average. The attendance rate is 95.6% and there is 2.6% chronic truancy rate. The Illinois Goal Achievement Program (IGAP) scores show that the students score above the score band in reading, mathematics, science, and social science. The only area that fell below the score band was writing (Peoria, 1995).

Program emphasis is placed on the students becoming independent thinkers, enthusiastic learners and problem-solvers. The students' needs are being met through a variety of programs. Extra-curricular activities include sign language club, drama club, the "I Can" program (aimed at building self-esteem in students), and a student council. There is an active Parent Teacher Organization which holds fund raisers to provide money for the purchase of educational materials, thus enhancing the curriculum.

There is an Adopt-A-School partner that is actively involved with this school. Latch key services are made available for the children of working parents. Local businesses help to provide needed materials for teachers.

Community for Sites A & B

The targeted schools are located in the midwest section of the United States. There are 113,504 people in the surrounding community. Of that population, the ethnic background is as follows: 22% African-American, 75% Caucasian, and 3% Hispanic. The median household income is $33,277. The family income in the city ranges from less than $5,000 to $150,000. In addition, there are 33,400 single parent households. This city was named one of the top ten cities for housing by U.S. News and World Report in 1995. This publication noted that housing prices appreciated 11.5% from 1994-1995. In 1995, the average sale price for a single family home was $81,200.

According to the 1995 statistics, there were a total of 153,200 employed persons in this community. Of those 153,200 people, 103,300 were involved in non-manufacturing industry, 32,200 were employed in the manufacturing field, and 17,800 were employed by the government.

There are two corporations which supply more than 50% of the population with employment in this city. The first is a large manufacturing and distribution center for heavy machinery. This company was recently on strike for a year and a half, yet it had

very little impact on the economy. The second is a hospital, equipped with a Trauma Center, Burn Center, Children's Hospital, and a Cancer Treatment Center. The University of Illinois has a satellite school affiliated with this hospital. Other contributors to the economy are agriculture, steel and chemical companies.

There are several areas of interest in this community. They include six parks totaling 8,362 acres of land, a large civic center, a zoo, libraries, a museum, and a diversity of recreational facilities. There is one mall and several shopping plazas.

This community offers a variety of educational opportunities. There is one private university, a community college, a business school, two schools of nursing, and a medical school. There are 30 public elementary schools, 5 public high schools, and 22 parochial schools (Economic, 1995).

The school district serves approximately 16,500 students in an urban setting. The district is made up of 4 high schools, 1 alternative high school, 12 middle schools, 14 primary schools, one K-8 magnet school, an Early Childhood Center, a school for gifted students, and one school for students with special needs in self-contained settings. The average class size for the district is 22 students.

Of the 16,500 students enrolled in school, 46.6% are African-American, 48.9% are Caucasian, 1.4% are Hispanic, 2.9% are Asian, and 0.2% are Native American. Half of these students come from low income families and 2.0% are Limited-English-Proficient. The district attendance rate is 92.1% with a 31.1% mobility rate and 4.9% chronic truancy rate. The operating expenditure per child is $5,556 annually.

There are 1,032 teachers within the district; 23.7% are male and 76.3% are female. The ethnic composition is 7% African-American, 92.3% Caucasian, and .04% Hispanic. The teachers in this district have an average of 13.8 years experience. Over

half of the teachers have obtained their master's degree and above. Pupil-teacher ratio in the elementary grades is 19.7:1, secondary schools 18.1:1 and the pupil-administrator ratio is 236.6:1. The average teacher salary is $34,361, which is approximately $5,000 below the state average (Peoria, 1995).

Immediate Problem Context

School C

School C is a primary school, housed in a modern, one-story building, constructed in 1967, which has 291 students in grades Kindergarten through third grade. The school population includes 42.3% from low income families. Students who attend this school live in the surrounding middle income neighborhood and nearby government subsidized apartments. Children are also bussed from a country club area and from a very low income region of the city. The ethnic composition is 95.9% Caucasian, .7% African-American, 1.4% Hispanic, and 2.1% Asian.

The attendance rate for School C is 96.4% with a 0.0% chronic truancy rate. There is a 14.6% student mobility rate. The students in this school scored above the state average on the Illinois Goal Assessment Program (IGAP) in reading, mathematics, and writing (Pekin, 1995).

Class size average is 24 students. There are 12 classroom teachers, 2 special education teachers, 4 specialists (1 physical education teacher, 1 vocal music teacher, 1 speech therapist, and 1 learning center director), 5 teaching assistants, and a full time principal. This school also employs a part-time school nurse and a part-time counselor. Most of the teachers have 20 or more years of experience, and 5 teachers have a master's degree. The school supports a full inclusion program for students with special needs. The school offers a Reading Recovery program for first graders with reading

difficulty and a Title I program for regular division second and third graders who are having academic difficulties. Latch key services are provided before and after school for the children of working parents.

The targeted school incorporates a combination of a literature based reading series and phonics program. The teachers are encouraged to use a whole language approach and include thematic units to unify the curriculum. In addition to a math textbook, the teachers use the "Math Their Way" program to provide a hands on method of instructing math concepts.

The learning center, which is a vital part of the school, includes a book check out system and more importantly offers instruction using computers and other technology. The learning center staff also provides small group instruction for all levels of learners by incorporating games and manipulative activities. A "Discovery Room" is also operated by the learning center staff which offers hands-on activities in science.

The school district also has a teacher who comes to the primary building once a week and instructs the higher level students in challenging lessons in the Connections Program, a program for gifted students. This teacher instructs each of the classes once a month and provides handouts and suggestions for the classroom teacher to help develop lesson plans using higher level thinking skills.

In addition to offering vocal music instruction to all of the district's children, the school district provides string orchestra instruction using the Suzuki method beginning with kindergarten children. Band instruction is offered to children beginning at the middle school.

The principle of site-based management is followed in this school district. School C has a leadership team consisting of the building principal, five teachers and two parents which meets bi-monthly to discuss building needs and issues.

A "Friends Program" which was instituted by the school's part-time counselor is a cooperative plan with the high school to help improve self-esteem and social skill needs of the primary students. High school students serve as role models and visit with their special "friends" weekly at the school during their lunch period.

Community Setting School C

The surrounding community is located 13 miles southeast of Community A and has a population of 32,254. Of that population, the ethnic composition is as follows: .1% African-American, 99.2% Caucasian, .6% Hispanic, .2% American Indian, and .4% Asian Pacific Islander. The median household income is $25,198 (1990,1992), and 38.6% of the families are considered low income. The median value for an owner-occupied home is $41,319 (The Sourcebook, 1990).

Many people in this community are employed by area manufacturing plants and local fuel grade ethanol and alcohol plants. Other major employers are an insurance home office, a hospital, and a federal prison (Polk, 1995). Of persons 16 years and over, 60.3% are in the labor force; 6.6% of the civilian labor force are unemployed and 22% are employed in managerial and professional specialty occupations. Seventy-five percent of the population are high school graduates and 10% have a bachelor's degree or higher (U. S. Department of Congress, 1993).

This community has separate elementary and high school districts which include ten elementary schools and one community high school. The city also has three parochial elementary schools (Polk, 1995).

The elementary school district of Community C employs 244 teachers. All of the teachers are Caucasian. One-third of the teachers have a master's degree, have post-master's credits, or have a doctoral degree. The average teaching experience is

15.9 years with $32,940 as the average teacher salary. The operating expenditure per pupil is $4,202 annually (Pekin, 1995).

The elementary district provides two programs to help young children and parents. These programs include Even Start and Pekin Educare Program (PEP). Even Start helps the parents who have not graduated from high school earn their General Equivalency Diploma (GED) and receive training in parenting skills. PEP is funded through a federal grant and provides free preschool for at-risk children. An important component of the PEP program is parent training. The high school district also sees a need to provide parent training by offering free workshops to help parents learn to communicate with their teenagers.

The city has many programs in place to support the needs of the families in this community. They range from the DARE Program, a drug prevention effort, in the local schools to a very active Boys' and Girls' Club which offers activities after school and on weekends.

There has also been a need in the community to organize a coalition to discuss and plan activities to improve race relations and decrease discrimination in this predominately Caucasian community.

National Context of the Problem

Children across the nation are having difficulty learning the social concepts that allow them to act as a cohesive group. The evidence of this growing problem is the number of children being suspended and expelled for aggressiveness and gross insubordination. "Think of the students who can't get along with others and instead drop out of school and live in poverty [sic]. Of those who try drugs and drinking just to fit in [sic]. Or those who turn to violence because they don't know how to solve problems [sic]." (Helping, 1995, p.57).

Researchers have found that there are three major factors that "have contributed greatly to the increased number of students who have little or no idea about how to behave in a social organization, other than what they have learned from the negative social models that saturate their lives." (Bellanca, 1992, p.201). These three factors include, but are not limited to the dissolution of the "traditional family", T.V. models, and an unclear value focus in the school. It has been noted that as the number of these students increases, the less time a teacher has to spend in the academic areas. "More time is spent on correcting negative behavior, stopping for interruptions, and managing conflicts." (Bellanca, 1992, p. 201).

Educators deal with children who lack the necessary social skills needed to get along with peers and people in authority on a daily basis. It is often an impossible situation when a teacher has tried to teach social skills that are vital to getting along with others, now and in the future, and then children have to return to the "street life." This may mean defending themselves or fighting to have their basic needs met. All one has to do is to look in the newspaper daily to see the need for more effective social skills education. There is an increasing number of cases of violence for seemingly senseless reasons. Children have been beaten, shot, and stabbed for not giving up their starter jackets or name brand tennis shoes.

According to Kagan (1989), the rational for teaching social skills includes the following:

The need for a positive socialization program in schools is indicated also by a variety of statistics. Suicide rates among our nation's youth have climbed drastically in the last twenty years . . . Crimes against persons and property are at an unprecedented rate . . . Many students leave today's schools without the social skills necessary to hold

a job. Today, students finish their education unprepared for the social demands of our modern economy. (p 2.4)

CHAPTER 2

PROBLEM DOCUMENTATION

Problem Evidence

In order to document the need of an effective social skills program, daily and weekly behavioral checklists (Appendices A & B) were kept and Social Skills Diagnostic Screens (Appendix C) were completed by the researchers for each of the children in the targeted classrooms.

Of the 27 kindergarten students in school A (classroom A), 26 were involved over a two week time period. Daily and Weekly behavioral checklists were developed by the researchers to aid in the recording process. A summary of the number of incidents and behavior categories are presented in table one.

Table 1
School A--Classroom A
Categories and Number of Negative Behaviors September 3, 1996 through September 13, 1996

STUDENT BEHAVIOR	Number of Incidents	Number of Students Involved
Interrupts Teacher	9	5
Does Not Work Independently	3	2
Off Task	43	21
Does Not Follow Rules	109	26
Disrespects Property	3	3
Fails to Finish Assignments	4	3
Wastes Time	1	1
Blames Others	1	1
Does Not Share	0	0

Of the 173 incidents recorded during the two week period, 25% dealt with off task behaviors and 63% dealt with not following the rules. It was noted by the researcher that 78% of the children exhibited off task behavior and 96% of the children had difficulty

following the rules of the classroom, which included listening, following directions, and working quietly.

Of the 25 kindergarten students involved in school A, classroom B, 16 were involved over a two week period. The same documentation procedures were followed as in the previous situation. A summary of the number of incidents and behavior categories are presented in table two.

Table 2
School A--Classroom B
Categories and Number of Negative Behaviors September 3, 1996 through September 13, 1996

STUDENT BEHAVIOR	Number of Incidents	Number of Students Involved
Interrupts Teacher	13	4
Does Not Work Independently	15	9
Off Task	57	14
Does Not Follow Rules	67	16
Disrespects Property	0	0
Fails to Finish Assignments	4	4
Wastes Time	5	5
Blames Others	3	2
Does Not Share	0	0

Of the 164 incidents recorded during the two week time period, 35% dealt with off task behavior and 41% dealt with following the rules of the classroom. It was noted by the researcher that 56% of the children had difficulty staying on task, while 64% had difficulty following rules. It was further noted that there was a high incidence of interrupting the teacher and an inability to work independently.

Of the 22 fourth grade students in school B, 13 were involved during the two week period. It is important to note that of these 22 students, 27% are receiving special education services and are out of the room periodically. A summary of incidents and behavior categories are presented in table three.

Table 3
School B
Categories and Numbers of Negative Behaviors September 2, 1996 through September 13, 1996

STUDENT BEHAVIOR	Number of Incidents	Number of Students Involved
Interrupts Teacher	81	6
Does Not Work Independently	47	3
Off Task	200	8
Does Not Follow Rules	273	13
Disrespects Property	8	1
Fails to Finish Assignments	56	7
Wastes Time	7	2
Blames Others	0	0
Does Not Share	0	0

Of the 672 incidents recorded during the two week period, 30% dealt with off task behaviors, and 41% dealt with not following the rules. There was also a high percentage of incidents in the following categories; interrupts the teacher (12%), does not work independently (7%), and does not finish assignments (8%). It was noted by the researcher that 36% of the children exhibited off task behavior and 59% of the children had difficulty following the rules.

The 25 kindergarten students in school C began the school year with an abbreviated schedule to allow the children time to ease into the program and to give the kindergarten teachers released time to make home visits or meet with the parents at school to discuss curriculum, student expectations, and parent concerns. The children attended school from 8:30 a.m. to 10:40 a.m. during the first week and from 8:30 a.m. to 1:30 p.m. during the second week. A summary of incidents and behavior categories are represented in tables four and five.

Table 4
School C
Categories and Number of Negative Behaviors September 2, 1996 through September 13, 1996

STUDENT BEHAVIOR	Number of Incidents	Number of Students Involved
Interrupts Teacher	49	5
Does Not Work Independently	1	1
Off Task	21	7
Does Not Follow Rules	71	10
Disrespects Property	0	0
Fails to Finish Assignments	1	1
Wastes Time	0	0
Blames Others	0	0
Does Not Share	6	3

The above table represents the first week of school when the children attended school from 8:30 a.m. to 10:40 a.m. Of the 149 incidents recorded during this one week period, 32% dealt with interrupting the teacher, 48% dealt with not following the rules, and 14% dealt with off task behavior. The researcher noted that 20% of the children interrupted the teacher, 28% exhibited off task behavior, and 40% of the children had difficulty following the rules.

Table 5 represents data collected during the second week of school. The 25 children of school C attended school daily from 8:30 a.m. to 1:30 p.m. A summary of incidents and behavior categories are illustrated in the table five.

Table 5
Categories and Number Of Negative Behaviors September 9, 1996 through September 13, 1996

STUDENT BEHAVIOR	Number of Incidents	Number of Students Involved
Interrupts Teacher	36	6
Does Not Work Independently	0	0
Off Task	39	7
Does Not Follow Rules	121	16
Disrespects Property	0	0
Fails to Finish Assignments	0	0
Wastes Time	0	0
Blames Others	1	1
Does Not Share	1	1

Of the 198 incidents recorded during the second week of implementation, 61% of the behaviors dealt with the inability to follow the rules of the classroom with 64% of the children being involved. There was a 20% incident rate involving 25% of the children dealing with off task behaviors. It is also important to note that there was a high incidence of interrupting the teacher (18%), in which 24% of the children were involved.

In order to further document the lack of social skills, the researchers developed a social skills diagnostic screen (Appendix) which was completed on September 13, 1996. Subsequent screenings will be completed at the end of November, 1996 and at the end of January, 1997 to assess the effectiveness of the intervention. The following tables are the results of the first of three diagnostic screenings. These screens were completed by the researchers through the use of teacher observation, daily behavioral checklists, and weekly behavioral checklists.

The following table represents the results of the Social Skills Diagnostic Screen which was compiled on September 13, 1996, for the 27 kindergarten students of school A (classroom A).

Table 6
School A (classroom A)
Social Skills Diagnostic Screen Results September 13, 1996
Percentage of students in each category

STUDENT BEHAVIOR	Never	Rarely	Sometimes	Often	Always
Follows Classroom Rules	0	7	30	37	26
Speaks to Teacher Respectfully	0	0	0	4	96
Listens	0	4	30	33	33
Follows Directions	0	7	41	22	30
On Task	4	15	41	26	15
Works Independently	4	19	15	30	33
Careful of Property and Possessions	0	0	4	4	93
Completes Tasks	7	11	15	19	48
Completes and Returns Homework	7	19	7	26	41
Contributes to Discussions	11	15	44	19	11
Interacts Age Appropriately With Peers	0	4	11	52	33
Accepts Responsibility and Consequences	0	4	19	19	59
Uses Self Control	0	11	15	15	59

N=27

An analysis of the table indicated that for most of the categories of behavior, at least 50% of the children were frequently or continually exhibiting the correct social behaviors. A high percentage of the children fell into the "sometimes" category, which is not acceptable. The researcher noted that although a majority of the children are in the upper three categories, there are some problematic areas. Those problematic areas

include the following:

- 19% never /rarely on task
- 23% never/rarely work independently
- 18% never/rarely complete tasks
- 18% never/rarely complete and return homework
- 26% never/rarely contribute to discussions

Table 7 illustrates the results of the Social Skills Diagnostic Screen for school A (classroom B), which was completed on September 13, 1996, and involved 25 kindergarten students.

Table 7
School A (classroom B)
Social Skills Diagnostic Screen results September 13, 1996
Percentage of students in each category.

STUDENT BEHAVIOR	Never	Rarely	Sometimes	Often	Always
Follows Classroom Rules	0	8	16	64	12
Speaks to Teacher Respectfully	0	0	0	4	96
Listens	0	8	16	52	24
Follows Directions	0	12	20	56	12
On Task	0	12	5	12	5
Works Independently	0	8	16	60	16
Careful of Property and Possessions	0	0	0	0	100
Completes Tasks	0	4	12	48	36
Completes and Returns Homework	0	32	12	32	24
Contributes to Discussions	0	24	12	36	28
Interacts Age Appropriately With Peers	0	4	12	52	32
Accepts Responsibility and Consequences	0	0	16	48	36
Uses Self Control	0	0	24	40	36

N=25

An analysis of Table 7 indicated that for most of the categories of behavior, at least 50% of the children screened frequently or continually exhibited socially correct behaviors. A moderate percentage of children performed socially correct behaviors

approximately 50% of the time, which is not acceptable. The researcher noted that although a majority of the children are in the upper three categories, there are some problematic areas. Those problematic areas include the following:

- 12% never/rarely follow directions
- 12% never/rarely are on task
- 32% never/rarely complete and return homework
- 24% never/rarely contribute to discussions

Table 8 represents the results of the Social Skills Diagnostic Screen, which was completed on September 13, 1996 and involved 22 fourth grade students.

Table 8
School B
Social Skills Diagnostic Screen results September 13, 1996
Percentage of students in each category.

STUDENT BEHAVIOR	Never	Rarely	Sometimes	Often	Always
Follows Classroom Rules	0	14	23	45	18
Speaks Respectfully to Teacher	0	5	27	32	36
Listens	0	27	32	40	0
Follows Directions	0	23	40	27	9
On Task	0	18	32	45	9
Works Independently	5	18	27	18	32
Careful of Property and Possessions	0	9	23	45	23
Completes Tasks	0	5	45	36	14
Completes and Returns Homework	0	5	45	36	14
Contributes to Discussions	27	23	18	23	9
Interacts Age Appropriately With Peers	0	5	23	32	40
Accepts Responsibility and Consequences	0	18	27	36	18
Uses Self Control	0	18	14	45	23

N=22

An analysis of the table reveals that 50% of the children screened frequently or continually exhibited social correct behaviors in most of the categories. Again many of the children sometimes exhibited socially correct behaviors, which is unacceptable. A majority of the children were in the upper three categories. It was noted by the

researcher that there were many problematic areas. Those problematic areas include the following:

- 14% never/rarely follow classroom rules
- 18% never/rarely use self control
- 18% never/rarely accept responsibility and consequences for their behavior
- 18% never/rarely are on task
- 23% never/rarely work independently
- 23% never/rarely follow directions
- 27% never/rarely listen
- 50% never/rarely contribute to discussions

The following table illustrates the results of the Social Skills Diagnostic Screen which was compiled on September 13, 1996, for the 25 kindergarten students in school C.

Table 9
School C
Social Skills Diagnostic Screen September 13, 1996
Percentage of students in each category

STUDENT BEHAVIOR	Never	Rarely	Sometimes	Often	Always
Follows Directions	0	16	36	40	8
Speaks to Teacher Respectfully	0	0	24	24	52
Listens	0	16	28	36	20
Follows Directions	0	20	32	28	20
On Task	0	16	28	28	28
Works Independently	0	4	24	36	36
Careful of Property and Possessions	0	4	36	20	40
Completes Tasks	0	4	24	20	52
Completes and Returns Homework	4	12	8	32	44
Contributes to Discussion	0	20	36	32	12
Interacts Age Appropriately With Peers	0	8	28	24	40
Accepts Responsibility and Consequences	0	8	36	24	32
Uses Self Control	0	16	20	32	32

n=25

An analysis of the table indicated that for most areas, at least 50% of the kindergarten students in school C were functioning in the combined categories of "often"

and "always of the Social Skills Diagnostic Screen. The "sometimes" category indicated that many of the areas had more than one-third of the children in the class having difficulty with many of the behavior classifications. It was noted by the researcher that there were some problematic areas as seen in the "never" and "rarely" categories of this table. Those problematic areas include the following:

- 12% never/rarely complete and return homework
- 16% never/rarely follow classroom rules
- 16% never/rarely are on task
- 16% never/rarely listen
- 16% never/rarely use self control
- 20% never/rarely follow directions
- 20% never/rarely contributes to discussions

It was further noted in the researcher's journal that most of the children did follow the classroom rules and showed evidence of maintaining good social skills expected for the early part of kindergarten year. There were however, a few children who exhibited severe behavior difficulties that disrupted the classroom routine, caused conflict, and affected the classroom atmosphere.

Probable Causes

A review of the literature suggests that there are a variety of causes for the problems with social skills that today's youth are experiencing. The fact that American society is changing appears to be a common statement by many researchers (MaCabe & Rhoades, 1992). The "traditional" family is now a rarity. There is an increase in the number of children who come from single parent, working parents, and no parent homes (Bellanca, 1992; Lickona, 1993; Kagan, 1988). This instability in children's lives and lack of good parenting skills can contribute to poor social skills. The children do not have proper role models or training to help them develop a good foundation in discipline

(Roopnarine & Honig, 1985; Kain, Downs, & Black, 1988). It is also evident in the researchers' schools that many of the children do not come from traditional families.

Low socioeconomic status also is an indicator that children may exhibit inadequate social skills. In our nation today "one in five children is poor" (Lickona, 1993). The schools involved in this research project are examples of low income areas, as stated in Chapter One.

The types of programs that children view on television can also have a negative influence on children's social skills. The current trend in television promotes "anti-social, anti-caring behaviors" (Bellanca, 1992, p.202). The television and movie audiences view a vast amount of sexual and violent scenes that leave lasting impressions in young children's minds. According to the 1992 report of the National Research Council, "the United States is now the most violent of all industrialized nations" (Lickona, 1993).

Many children have low academic skills and some are included in special education programs. These factors increase the chances that they may have difficulty demonstrating the use of proper social skills when relating to other children and adults (Warger & Rutherford, 1993; Carter & Sugai, 1988; Nowacek, 1988; Prasad, 1994; Lieber & Beckman, 1991; McCafferty, 1990; Keefe, 1988). With the advent of inclusion as a trend in our educational system, many more regular division teachers encounter children with special needs in their classrooms and buildings and are faced with the challenge to provide training in the social skills. All three of the schools included in this research have contact with special education students and also have children in their classrooms that have low academic achievement.

Another cause of difficulty with social skills is that some children have Attention Deficit Disorder (ADD). "They have a hard time waiting, delaying their impulses, and sustaining consistent interest, and overall, a general insensitivity to feedback cues. The

difficulty they experience with concentration and memory often impedes their ability to understand social prediction (the sequential flow in social context). In short, they lack appropriate social skills" (Jones, 1994, p. 17).

Health problems and poor nutrition may also cause children to exhibit behavior difficulties. Something as simple as a stomach ache will affect a child's behavior. Many children suffer from allergies which will also cause difficulties. Stress at home which could come from events such as the birth of a new child or a wedding in the family could also cause the child to exhibit poor social skills (Fort McMurray, 1993).

Frequently, young children may not be able to demonstrate good social skills because they may not be developmentally ready. "They are wrestling with egocentrism, limited knowledge of social interaction and emerging social skills" (Stone, 1993, p. 194). It is also possible that parents and teachers may have inappropriate expectations for young children, and they "may act out because too little or too much is being expected of them" (Fort McMurray, 1993, p. 1).

Young, gifted children may also have difficulty with social skills because they may be pushed to excel in the academic areas, and little attention is given to social skill training (Hensel, 1991).

As stated previously, there are many causes for the poor social skills that educators are noticing in the schools today. They range from causes that are national in scope, for example, the violence and gangs that are evident, to the poverty in our local communities.

CHAPTER 3

THE SOLUTION STRATEGY

Literature Review

After reviewing the recent literature involving sound skill development, it is evident that this is a concern of many educators. All students can benefit from social skills training to achieve maximum aid from academic instruction (Werger & Rutherford, 1993). This includes children in special education programs and regular division classrooms (Keefe, 1988; Prasad, 1994; Lieber & Beckman, 1991). According to Johnson and Johnson (1990), "People do not know instinctively how to interact effectively with others. Nor do interpersonal and group skills magically appear when they are needed. Students must be taught these skills and be motivated to use them" (p. 30).

It is important to note that most researchers and educational journal writers concur that a systematic method of instruction in social skills is necessary (Bellanca, 1992; Keefe, 1988; Fad, 1990; Fort McMurray, 1993; Begun, 1995). For the most part, they agree on the approaches that need to be implemented. The programs usually involve a series of lessons that include: modeling, role play, positive reinforcement, enhancement of self esteem, small group work, children's literature, parent involvement, and a review of targeted behaviors. Carter and Sugai (1989) provide a table of possible advantages and disadvantages of instructional tactics for teaching social skills (see Appendix H).

An additional component of the lessons is the use of cooperative learning to give the students practice in these social skills (Anderson, Nelson, Fox, and Gruber, 1988; Johnson & Johnson, 1990; Bellanca, 1992). Brown, McEvoy, and Bishop (1991) point

out, however, that in an early childhood setting social skill instruction should be an integral part of the school curriculum and should be included in a naturalistic setting with incidental teaching encouraging children's social behavior within the context of common classroom activities.

Modeling of appropriate behaviors is an essential characteristic of promoting prosocial behavior. Begun (1995) states that "as children grow, one way to learn social behaviors is by watching and interacting with other people." (p.vii). Research suggests that in order for modeling to be effective, multiple models should be used, wide ranges of behavior should be displayed, and the observers should perceive the model as being similar to themselves (Carter & Sugai, 1988). Educators in the Fort McMurray School District note that,

> Behavior that has occurred frequently in the past, will be more likely to occur in future situations. In classrooms, teachers are provided with many opportunities to model appropriate behaviors for students, and to provide positive feedback when students exhibit the same. (p. 3)

Models for proper social skills can include older children, peers, and puppets for children in early grades. Hensel (1991) suggests that having pets in the classroom can model caring behaviors. Other types of models could include films and videotapes.

Research shows that modeling strategies alone are not enough to make significant changes in students' behavior, but "more direct teaching methods might be required if the objective is for the learner to acquire new skills or behaviors" (Carter & Sugai, 1988, p. 68).

Role play is another technique that is used as an intervention strategy to promote prosocial behavior. It gives the children opportunities through re-enactment to practice real-life situations. Research suggests that it is necessary for the teacher to provide

constructive suggestions through corrective feedback, positive reinforcement, and coaching during the role play activities (Anderson et al., 1988; Carter & Sugai, 1988). It is not enough to simply have the children perform. They also need to share by discussing alternative socially correct behaviors that could be used during these activities.

Positive reinforcement is viewed in a variety of ways. It can range from verbal encouragement to tangible rewards, and leading authorities vary in their opinions about how to constructively use reinforcement. It is generally accepted that students should be encouraged and praised for practicing prosocial behaviors (Warger & Rutherford, 1993; Stone, 1993; Carter & Sugai, 1988). Jones (1994) states that "a teacher who uses direct, encouraging praise will promote good social response" (p. 19). It is important that the student's name is used when praising prosocial behavior, and the teacher must be convincing when giving approval and praise. The feedback should not be routine or rote and should be offered without delay (Werger & Rutherford, 1993).

The controversy over reinforcement arises with the use of tangible rewards. The Fort McMurray School District referred to Kohn's theory that bribery or reward systems "are artificial attempts to manipulate behavior that offer children no reason to continue acting in the desired way when there is no longer any good to be gained" (p. 28).

Kagan (1988), however, lists tangible rewards, recognition, and privileges as appropriate for all ages of students. Carter and Sugai (1988) mention that primary reinforcers could include food, candy or drink and that students could turn in tokens at the end of the day for stickers. It is also a common practice to offer rewards for successful work in cooperative groups. Bellanca and Fogarty (1991) suggest coupons or tokens that can accumulate for free time or bonus points for grades or prizes.

Another necessary element in establishing prosocial skills is helping foster good self-esteem in students (Roopnaring & Honig, 1985). It is noted by McCafferty (1990) that "students with low self-esteem are self-conscious about their social behavior and how others perceive them. They are likely to react negatively and to be sensitive to disapproval or rejection" (p. 369).

The teacher needs to be aware of the type of discipline that is used in the school setting because situations can arise that create aggressive or withdrawn behavior (McCafferty, 1990). Time-out is a common punishment (Begun, 1995) in elementary classrooms. However, Stone (1993), who quotes from several sources, suggests that

> Punishment does not guide children toward behavior the adult considers *right*, and does not ensure that children *understand* what they are to do and how it is to be done. . . It should encourage children's intrinsic acceptance of prosocial values. . . 'Time out' is a 'dead end' for young children at the threshold of social development." (p. 194)

Stone further states that the process of praising and nurturing will increase the child's sense of self-esteem.

Using peers that exemplify appropriate social skills is a productive method of creating prosocial skills, and the training is most effective when done in small groups rather than individually or by forcing a child to participate in a large group. Peers can serve as better role models than adults because children can relate to them easier, and peer feedback can be more constructive than an adult's (Carter & Sugai, 1988; Carter & Sugai, 1989; Roopnarine & Honig, 1985). It was noted by Lieber and Beckman (1991) that "when young children with disabilities have more competent social partners, they seem to exhibit more frequent and more sophisticated social behaviors" (p. 8).

Children's literature is frequently used in creating lesson plans to teach prosocial behaviors. Literature can be used as a springboard for the lesson or as a culminating activity. Children can be asked to study the characters in the story and learn from ways that the characters solve problems and interact with others (Bellanca, 1992). Literature can also nurture students' sense of empathy and encourage seeing points of view that are different from their own (Kreidler, 1995; Jones, 1994; Roopnarine & Honig, 1985; Begun, 1995).

Selecting a targeted behavior is also an essential element of a quality social skills program (Bellanca, 1992; Johnson & Johnson, 1990; Begun, 1995). It is necessary that the students are aware of the skill that they are learning and given opportunities for practicing the specific skills. "Students must see the need to use the skill. To want to learn the skill, students must believe that they will be better off if they know it" (Johnson & Johnson, 1990, p. 30).

"Rehearsal and practice usually follow instruction and/or modeling of target behaviors, and they include corrective feedback and positive reinforcement for satisfactory performance of the requisite behavior" (Carter & Sugai, 1988, p. 69). Research suggests that social skills need to be practiced not only in the regular classroom setting, but also in the hallways, lunchroom, playground, and home environment. It is suggested that teachers work closely with others in the building and inform the parents of the targeted skills and behaviors being developed during a certain time frame (Anderson, et al., 1988).

Parental involvement in helping shape a child's social development is listed by many sources as a vital component of an effective social skills program. As stated previously, parents should be informed about the social skills that are being worked on and encouraged to support the school efforts at home (Warger & Rutherford, 1993). In

addition to soliciting parental help with the skills being taught, the parents are given the opportunity to discuss any behaviors that they may feel are inconsistent with their own beliefs and values (Nowacek, 1988).

The home setting also gives the children the chance to make generalizations that are necessary to internalize prosocial skills (Armstrong & McPherson, 1991).

Of all the strategies listed for promoting prosocial skills, cooperative learning techniques are listed consistently as an excellent technique to not only introduce targeted behaviors, but also give the necessary practice for prosocial skills (Stone, 1993; Hensel, 1991). Ideally this training would begin at the pre-school stage (Bellanca, 1992). According to Nowacek (1988), "Programming social skills instruction in a cooperative learning format may maximize this learning by increasing the frequency of cue presentation and the opportunity for application of skills to appropriate social interactions with peers" (1988, p.139). Kagan (1988) goes on to state that "it is hard to imagine how students can obtain skills like 'adjusting one's behavior to work effectively with others' if they are not allowed to work together" (p. 2:5).

In the real world, society places people in situations where they must cooperate, communicate, and solve problems together. Therefore, it is realistic that cooperative learning strategies would be effective (Andersen & others, 1988; Johnson & Johnson, 1969). Using cooperative learning helps develop students' appreciation of others, accept others' perspectives, and aids in the ability to work with others toward mutual goals (Lickona, 1993).

Most researchers and educational journal writers agree that a systematic method of teaching social skills is essential. They further agree that a social skills program be an integral part of the curriculum beginning with young children (Roopnarine & Honig, 1985) and continuing into secondary schools (Iannaccone, Wienke, & Cosder, 1992).

There are many professional books and programs available that deal with social skills instruction (see Appendix I).

Carter & Sugai (1989, p. 38) provide guidelines for analyzing a social skills curriculum by suggesting the following checklist of questions to ascertain the potential quality for promoting social skills. When choosing a social skills program the teacher should ask himself/herself the following questions:

Part I (Instructional Components)

Does the curriculum use

1. Modeling?
2. Strategic placement?
3. Instruction?
4. Correspondence training?
5. Rehearsal/practice?
6. Prompting/coaching?
7. Positive reinforcement/shaping?
8. Positive practice?

Part II (Program Considerations)

1. Are assessment procedures/ instruments included?
2. Is the curriculum adaptable to individual needs?
3. Can the curriculum be used with small groups?
4. Can personnel implement the curriculum without specialized training beyond that described in the curriculum?
5. Is the cost of implementation reasonable and manageable?
6. Are strategies included that will promote maintenance and generalization of skills?

With so many educators concurring that the teaching of social skills is so vitally important if our children are to be able to succeed in the real world, it is no wonder that a direct, systematic approach is recommended. The need for teaching social skills is compared with the need for teaching academic subjects (Stone, 1993; Kain, Downs, & Black, 1988; Fad, 1990). Warger and Rutherford state that

> Social skills, among other skills, are prerequisite to meeting world-class academic goals in general education programs. To participate in group

> lessons; to interact appropriately with peers; to obtain, retrieve, and analyze information; to solve problems collectively; and to engage in instructional formats such as cooperative learning and peer tutoring--to name a few of the curricular and instructional demands being placed on students in general education programs--requires the student to have mastered basic social skills. (1993, p. 26)

Johnson & Johnson further claim that

> Social skills are directly related to building and maintaining positive relationships and to keeping psychological health. Maintaining a set of good friends, being a caring parent, maintaining a loving relationship with your spouse--all directly relate to how interpersonally skilled you are. One's quality of life as an adult depends largely on one's social skills. (1990, p.32)

The lack of social competence has been described as affecting mental health problems, suicide, dropping out of school, and delinquency (Roopnarine & Honig, 1985). With statements of this impact, it is not difficult to discern that people working with today's youth have an important and necessary task; to try to make a difference in children's lives by helping them foster prosocial behavior and not just leave such a vital role to chance.

Project Objectives and Goals

As a result of direct social skills instruction and increased cooperative learning activities during the period of August, 1996 and January, 1997, the students from the targeted elementary classes will increase prosocial behaviors as measured by behavioral checklists and periodic social skills diagnostic screenings.

In order to accomplish the project objective, the following processes are necessary:

1. Materials that foster improvement in social skills will be developed.
2. A series of learning activities that promote prosocial behavior and cooperative learning will be developed.
3. Children's literature that addresses appropriate social skills will be gathered.
4. Curricular units reflecting these skills will be constructed and cooperative learning techniques will be employed.

Project Action Plan

The following plan was designed to implement two major solution components: improving social skill awareness and promoting prosocial behaviors. The plan will be in effect during the period August, 1996 to January 1997.

During the first two weeks of school, the children of the targeted elementary classrooms will be observed. Daily Behavioral Checklists (see Appendix A) will be kept during this period. Weekly Behavioral Checklists (see Appendix C) will be done on each Friday.

At the end of this two week period, the researchers will complete the first Social Skills Diagnostic Screen (see Appendix D) through teacher observation and the behavioral checklists. Subsequent screenings will be completed in November and late January.

Implementation of this research project will actually begin on August 28, 1996. A variety of techniques will be used to achieve the researcher's goals.

Daily social skill lessons (see Appendix J, K, L, M) will include the following components (Adapted from Begun, p. viii):

1. ***Establish the Need:*** The purpose of teaching the lesson is included. What benefits will learning the skills provide? What are the consequences of not learning the behavior.
2. ***Introduction:*** Stories, poems, puppets, and questions are used to make the social skill more concrete to the children.
3. ***Identify the Skill Components:*** These skill steps are used to teach the behavior. By following and practicing these steps, the students will be able to demonstrate the behavior when needed.

    A. Charts
    B. Pictures
    C. Graphic Organizers

4. ***Model the Skill:*** The teacher or socially adept child demonstrates the appropriate behaviors so that the students can imitate them. The skill components are referred to during the modeling.
5. ***Behavioral Rehearsal:*** The children are given an opportunity to perform the behavior which can be evaluated, corrected, and reinforced.

    A. Selection--The teacher selects participants or asks for volunteers. The number of children depends on the time allowed and whatever is appropriate for each lesson.
    B. Role Play--The participants are assigned their roles or situations they will role play.
    C. Completion--This is a means to determine that the role playing is complete. After each role play, reinforce correct behaviors, identify inappropriate behaviors, and re-enact role play with corrections. If there are no corrections, role play is complete.
    D. Reinforcers--Positive reinforcement by the teacher and the class is used for maintenance of the skill. Various methods can be used: verbal encouragement, tangible rewards, special privileges, and keeping a record of social and academic improvement.

E. ***Discussion***--The student's level of performance is evaluated and inappropriate behaviors are corrected. How did the participants feel while performing? What difficulties might be faced while implementing the skill? What observations did the class make?

6. ***Practice:*** Activities that help the children summarize the skill. The practice can be done by using worksheets, doing art activities, making film strips, writing stories, keeping diaries and charts, and so on.
7. ***Independent Use:*** Activities that help facilitate the use of these behaviors outside the school environment. Family and friends take an active role in reinforcing the importance of using these alternative behaviors in a conflict situation.
8. ***Continuation:*** At the end of each lesson, the teacher reminds the class that applying social skills can benefit them in academic and social relationships.

9. ***Children's Literature:*** (See Appendix K and L).

Since there are two different age groups, the researchers chose to list the topics that will be discussed during the implementation period. There is no timeline for each of the topics chosen, as some lessons will take a longer period of time to implement than others.

KINDERGARTEN TOPICS (cont'd)

Lesson

1. Understanding the need for rules.
2. Avoiding the uncontrolled negative behavior. (See Appendix G).
3. Fully understanding the situation before taking action.

FOURTH GRADE TOPICS (cont'd)

Lesson

1. Learning appropriate and controlled behavior.
2. Recognizing the need for rules/ consequences.
3. Accepting appropriate disciplinary actions.

KINDERGARTEN TOPICS (cont'd)

Lesson

4. Being a good listener.
5. Sitting and listening quietly.
6. Listen/participating in class discussion.
7. Recognizing the importance of classroom rules.
8. Following directions during instruction and clean-up.
9. Following oral directions.
10. Following clean-up procedures.
11. Using courtesy words, "Please", "May I", and "Thank You".
12. Using "Please, May I?" appropriately.
13. Using the "Magic" words, "Please" and "Thank you".
14. Using the courtesy words, "Excuse Me".
15. Using "I Am Sorry" and "Excuse Me" when appropriate.
16. Feeling good about oneself. (See Appendix H)

FOURTH GRADE TOPICS (cont'd)

Lesson

4. Fully understanding the situation before taking action.
5. Getting all the facts before acting.
6. Being a good listener.
7. Following verbal directions.
8. Participating in class discussion.
9. Following specific instructions.
10. Ability to follow verbal directions.
11. Feeling good about oneself.
12. Helping another person.
13. Knowing yourself.
14. Recognizing your strengths/ weaknesses.
15. Understanding our uniqueness.
16. Accepting the consequences for breaking the rules.

KINDERGARTEN TOPICS (cont'd)

Lesson

17. Expressing good things about oneself.
18. Expressing our special likes and dislikes.
19. Understanding our uniqueness.
20. Understanding the need for sharing with others.
21. Knowing and accepting the consequences of our actions. (See Appendix I).
22. Accepting the consequences for breaking the rules.
23. Accepting the consequences for inappropriate behavior.
24. Remembering to walk--not run--in the classroom.
25. Remembering to walk--not run--in school.
26. Using a moderate tone of voice.
27. Choosing a peaceful approach to problem solving.
28. Solving a Problem by Talking.
29. Completing a task and putting away materials.

FOURTH GRADE TOPICS (cont'd)

Lesson

17. Accepting the consequences for inappropriate behavior.
18. Accepting consequences for inappropriate behavior.
19. Using problem solving skills.
20. Applying decision making skills.
21. Maintaining self-control.
22. Practicing self-restraint.
23. Learning to set a goal.
24. Setting successive goals.
25. Setting and achieving goals.
26. Finishing tasks on time.
27. Finishing assignments on time.
28. Working to complete assignments.
29. Listing problem-solving skills.

KINDERGARTEN TOPICS (cont'd)

Lesson

30. Finishing each activity that is started.
31. Responding constructively to name calling.
32. Communicating anger using words.
33. Learning to avoid tattling.
34. Stopping false rumors.
35. Understanding and accepting change.
36. Accepting and adjusting to change.
37. Discriminating between happy and sad feelings.
38. Expressing feelings openly.
39. Recognizing Happy and Sad feelings.
40. Showing empathy for the feelings of others.
41. Understanding differences and similarities.
42. Recognizing and accepting cultural differences.

FOURTH GRADE TOPICS (cont'd)

Lesson

30. Making a decision.
31. Reviewing problem-solving choices.
32. Managing conflict.
33. Applying a method to solve problems.
34. Using a plan to solve problems.
35. Communicating anger with words.
36. Controlling one's anger.
37. Using self-control steps.
38. Using self-control steps.
39. Recognizing words that spark anger.
40. Recognizing another's anger.
41. Accepting change, good or bad.
42. Showing that we care.

KINDERGARTEN TOPICS (cont'd)	FOURTH GRADE TOPICS (cont'd)
Lesson	Lesson
43. Accepting the uniqueness of each person.	43. Demonstrating sportsmanship.
44. Learning to cooperate.	44. Recognizing another's emotion. (See Appendix J).
45. Learning to take turns.	45. Respecting others' viewpoints.
46. Ignoring distractions.	46. Apologizing when at fault.
47. Solving problems peaceably.	47. Complimenting others.
48. Communicating to make friends.	48. Practicing active listening.
49. Saying, "NO" to negative peer pressure.	49. Identifying emotional tones.
50. Making independent choices despite peer pressure.	50. Expressing understanding.

Methods of Assessment

In order to assess the effectiveness of the intervention, the following tools and procedures will be followed:

1. Daily Behavioral Tally Sheet (See Appendix A).
   Procedure: This instrument will be used by the researcher on a daily basis throughout the implementation period to check the progress of each child. One tally mark will be placed by the student's name for each infraction. These tally marks will be totaled at the end of each day.

2. Weekly Behavioral Tally Sheet (See Appendix C).
   Procedure: This instrument will be used in conjunction with the Daily Behavioral Tally Sheet. The totals from the Daily Behavioral Tally Sheet will be placed on the Weekly Behavioral Tally Sheet to ascertain the progress of the class as a whole unit.

3. Social Skills Diagnostic Screen (See Appendix D).
   Procedure: This instrument will be used in September, November, and late January and will be completed by the researcher.

4. Parent Contact Log (See Appendix E)
   Procedure: This instrument will be used to record all communication with the parents of the children involved in this project. Each child will have his/her own log.

CHAPTER 4

PROJECT RESULTS

Historical Description of the Intervention

The objective of this project was to increase prosocial behavior as measured by behavioral checklists and periodic social skills diagnostic screenings. The diagnostic social skills screenings were completed on September 13, 1996, November 22, 1996, and January 31, 1997. The implementation of direct social skills instruction and cooperative learning strategies were selected to effect the desired changes.

School A

Social skills were taught directly to students in whole group instruction using the lessons at stated in Chapter three. Sample lessons can be found in Appendices J, K, L, and M. Cooperative learning strategies were also incorporated for practice and rehearsal of these skills. Thematic units were also used to enhance the use of appropriate prosocial behavior. The researchers read stories to the children that dealt with the topics covered in the daily lessons. Examples of children's literature can be found in Appendix N.

Prior to the beginning of school, the researchers began by creating a bulletin board (Appendix J) in the room that had an apple tree with apples that had each child's name on it. A behavior chart for each child in the class was placed around the tree. The charts held 20 stickers. On the first day of school the researchers went over the classroom rules. The children were told if they broke a rule their apple would fall from the tree. The children were also told that if their apple remained on the tree or had only fallen to verbal warning they would receive a sticker for that day. Once

they had 20 stickers on their chart, the children would get to draw from the treasure chest and receive a new sticker chart to put on the bulletin board.

During the month of September, the researchers stressed following classroom rules, following directions, and listening skills. Direct social skills instruction was used on a daily basis. Along with the daily lessons, the researchers used behavior modeling, behavioral rehearsal, and positive reinforcement to achieve the desired changes in behavior. The researchers read stories to the children that dealt with the daily lesson.

October's daily social skills lessons dealt with using courtesy words (please; thank-you; excuse me; please, may I; I'm sorry), self-esteem and self- concept issues, and sharing with others. To achieve the behavioral goals, the researchers monitored the children's behaviors closely using the daily and weekly behavioral checklists to assess how they were communicating with each other. Problem-solving techniques were used when the children exhibited socially unacceptable behavior. For example, if a child inappropriately asked to do a particular activity, the researcher would respond, "Is that how we ask to do that?" This would typically illicit the correct response.

For sharing activities, the researchers put the children into groups of four for learning centers. The children had to decide together which center they would like to go to for fifteen minutes with the understanding that they could not choose to go to another center until the timer went off. At that time they could elect to go to another center.

A technique used to enhance the children's self-esteem and self-concept was to make a personal mini-book about themselves. The book they made was titled, "All About Me" (see Appendix P). The title page had the title All About Me and a picture of the child. The first page included birthdate, eye color, hair color, age, and what he/she is good at doing. The second page dealt with the number of people in their family and

what the family did to spend special time together. The third page included a favorite color, food, book, and best friend. The last page dealt with what made the children happy, sad, and angry. This was a week long project.

Other strategies used to achieve the behavioral objectives were: daily monitoring of behaviors, graphic organizers, daily social skills lessons using the steps mentioned in Chapter 3 and the use of literature that dealt with each skill to be learned.

The month of November was spent on accepting consequences for negative behaviors, walking in the classroom and school, using a moderate tone of voice, solving problems in a peaceful manner by talking, and task completion.

During the month of December, the lessons focused on recognizing and expressing feelings, accepting and adjusting to change, avoiding tattling, and showing empathy and caring for others' feelings. The researchers created a thematic unit that dealt with feelings to coincide with the daily social skills lessons. Art activities (playdough, painting, and drawing), journal writing, and puppetry to model expression of feelings were used.

In January, the social skills lessons dealt with understanding differences and similarities in one another, recognizing and accepting cultural differences, learning to cooperate and take turns, communicating effectively, saying no to negative peer pressure, and making independent choices and taking responsibility for those choices. Parents were invited to the classroom to demonstrate cultural differences. The parents did this in many different ways (cooking, poetry, music, dancing, and story telling).

During the month of January, the researchers created a thematic unit using the topic of nursery rhymes. On the last day of this unit, the children were put into groups and given a nursery rhyme to act out. Within their group, the children had to decide which character they wanted to be and how they would act out that particular rhyme.

The children were given 30 minutes to practice their nursery rhyme. At the end of the 30 minutes they were brought back to the circle and were asked to act out the rhyme. This strategy was used to demonstrate the behaviors of cooperation, communication, taking turns, and decision making.

School B

During the month of September, the researcher taught the lessons related to disciplinary strategies; thinking before acting, and listening, in a fourth grade class of 21 students. Of the 21 students, 5 children were special education students. An average of two lessons per week were taught.

Lessons related to disciplinary strategies were directly taught to the students and dealt with learning appropriate and controlled behavior, recognizing the need for rules and consequences, and accepting appropriate disciplinary actions.

The researcher chose various strategies and techniques to help motivate and develop interest in learning these social skills. All of the lessons included establishing the need, introducing the skill (asking questions), relating it to literature (see Appendix O), identifying the skill components, modeling the skill, role playing, reinforcing correct behavior, and discussion of appropriate behavior. The class developed its own classroom rules and consequences for breaking these rules. The rules were then posted in the classroom.

Lessons on thinking before acting focused on fully understanding the situation before taking action, getting all the facts before acting, and avoiding thoughtless actions. All lessons included modeling the skill, role playing, discussion, and use in real life situations. Practice included journal writing, worksheets, compositions, and cooperative learning groups.

Lessons in listening included discussions on the importance of listening, listing skill components on the board, role playing, activity sheets and the reading of Harriet the Spy.

During the month of October, the researcher's lessons focused on following instructions and improving self-image. Topics included the ability to follow specific written and verbal directions. One activity was to have students follow on their desk map while the researcher read a set of instructions. Another activity was to give the class six directions to listen to carefully before starting the assignment, then repeating each instruction and allowing the students enough time to complete each one.

Improving self-image contained lessons on feeling good about oneself, helping other people, knowing yourself, recognizing strengths and weaknesses, understanding uniqueness, and recognizing one's special quality. The researcher used writing, art, stories, and biographies to teach these lessons. The class also participated in a canned food drive to help the needy. Students continued with their journals and included incidents of helping others. They then reflected how they felt after they had done a good deed for someone.

During the month of November, the researcher chose the lessons dealing with accepting consequences and using self-control. Cricket in Times Square and Aesop's Fables were the selected readings. Lessons were focused on accepting consequences for inappropriate behavior without anger. The researcher actively engaged the children in role playing and classroom discussions throughout the month. Students also developed their own list of suggested consequences for breaking rules, wrote of actual incidents at school, completed activity worksheets, and kept up with their journals. Students enjoyed the selected readings and were able to apply the lessons to real life situations.

Students were asked to chart their reactions to situations at school and at home during the teaching of using self-control. Parents were also asked to record their child's reactions for one week when asked to complete all homework assignments. Role playing and classroom discussion were also useful learning tools.

Lessons in December focused on goal setting, completing assignments, and problem-solving techniques. All of these lessons followed many of the same activities that had been used with the previous topics. It was difficult, to say the least, to find ample time during this hectic and busy month for additional social skills lessons, however, the researcher was able to relate many situations to the upcoming Christmas holiday and the students' heightened emotions.

During the month of January, the researcher focused on accepting change and dealing with feelings. The same learning components were used throughout these lessons (modeling the skills, role playing, classroom discussions of performances, and the use of these skills in real life situations).

At the end of all of these social skills lessons, the researcher reminded the class that applying social skills can benefit them in academic and social relationships. It was stressed that, although there are difficulties in applying these skills, the benefits far outweigh the problems, such as more self-confidence in decision making. Maintaining social behavior is an ongoing process; the researcher will continue to develop these skills throughout the year.

School C

The researcher in School C also followed the project action plan as described in Chapter three. During the first two weeks of school, the children in the targeted classroom were observed, and the Daily Behavior Checklists (see Appendices A and B)

were kept. The Weekly Behavioral Checklists (see Appendices C and D) were completed on each Friday.

At the end of this two week period, the researcher completed the first of three Social Skills Diagnostic Screens (see Appendix E). Subsequent screenings were completed on November 22, 1996 and January 31, 1997. The Daily and Weekly Behavioral Checklists were continued throughout the implementation period to the end of January, 1997.

Social skills lessons (adapted from Begun, p. viii) were modified and rearranged to accommodate and relate to the existing kindergarten program in School C. The lessons took place daily and were completed in either one day or over a period of several days, depending on the complexity of the topic. The social skills lessons followed the format using the components mentioned in Chapter three. The components included: establishing the need, introducing the skill, identifying the skill components, modeling the skill, rehearsing the behavior, practicing the skill, independently using the skill, reviewing the skill, and the using children's literature (see Appendix M).

Art projects, worksheets, films and videos, and incentive plans were extensively used in conjunction with these lessons. Cooperative learning, beginning with "Think-Pair-Share" activities and developing into small group cooperative lessons, was established to give the children the needed practice in social skill development. Daily free choice and guided play activities also furnished opportunities for social skill practice within the kindergarten classroom.

The three kindergarten classes in School C also combined with the Learning Center Stall to create a program called, "Discovery Teams". This plan allowed the three kindergarten classes to be divided into four groups of approximately 18. The groups

rotated in half hour sessions weekly and worked with their team for the following units:

- Fine Arts
- Critical Thinking Skills
- Science
- Positive Action

The Positive Action curriculum supported the social skills lessons and gave the children in the targeted classroom additional instruction and practice. This program covered these lessons throughout the 20 week period of the prescribed action plan:

- Self-Concept
- Friendship
- Uniqueness
- Positive Thoughts
- Managing Feelings (fear, anger, worry, discouragement)
- Taking Care of Possessions
- Having Special Talents
- Cooperation

During the last two weeks of August, School C had an early dismissal plan for the kindergarten children by dismissing at 10:40 A.M. This enabled the kindergarten staff to have an orientation meeting with all of the parents to explain classroom procedures and the classroom management plan (see Appendix Q). Home visits were scheduled to meet with the individual families to establish rapport and answer any questions that the parents had. The researcher met with 96% of the parents of the students in the targeted classroom either at the home or at school. A Communication Log (see Appendix G) was started at this time by the classroom teacher to keep a record of contacts with the parents.

A 1:30 p.m. dismissal was in effect for the kindergarten students in School C during the week of September 9 through 13. Full-day kindergarten sessions began the week of September 16, 1996.

The social skills lessons as outlined in the project action plan were started at the beginning of September. The topics that were covered included concentrating on establishing classroom and playground rules, listening and following directions, and using manners. The children were involved in an incentive plan for good behavior and working quietly at their tables by receiving stars and stickers on their desk name tags. In addition to this plan, the children made "Social Skills Crowns" and earned stars and stickers for modeling and practicing good behavior. "Think-Pair-Share" cooperative learning lessons were also established for practicing social skills.

During September, the researcher attended a workshop presented by Larry Tobin on techniques for disciplining the troubled child. It also became necessary to send home daily behavior notes for two students who were severely disruptive in the classroom.

Listening, completing assignments, following directions, cleaning up, identifying feelings and respecting others by showing good manners were the topics covered in October. For an incentive, the kindergarten students constructed the "Good Listener Rabbit Ears" (see Appendix R) and earned star stickers for demonstrating good listening skills. Most of the parents completed and signed a letter (see Appendix S) stating that their child helped around the house by being neat and clean.

During the month of November, all of the students in School C, worked on a thematic unit involving Native Americans. Most of the social skills lessons were delivered during this unit. Eighty-four percent of the parents of the children in the targeted classroom cooperated by helping their children choose an Indian name that demonstrated talents or positive qualities that their children possessed. The children wrote brief summaries that told why they chose these particular names.

The students made Indian headbands as in incentive for good behavior. Each child could earn paper feathers for demonstrating good social skills.

The social skills lessons that were incorporated into this thematic unit were self image, self-control, and feelings. The end of the month concentrated on sharing as a culmination to the Native American unit and the Thanksgiving holiday.

Cooperative learning lessons were developed during the month of December. It was during this time, that the kindergartners in School C concentrated on following the procedures for more formal cooperative tasks. They were introduced to the chart that listed the rules for cooperative learning lessons. These rules included: using six inch voices, listening to your neighbor, staying with your group, looking at the speaker, and using "happy talk" (kind words) when working with and helping teammates.

Much of this month was devoted to getting ready for Christmas and the Christmas program. Rudolph the Red Nosed Reindeer worked easily into the social skills lessons because of the theme of name calling and concern for other's feelings. Manners were again stressed and the Christmas party offered an activity for practicing these skills.

Cooperative learning lessons were continued during the month of January. A "Friend Unit" was developed to coincide with the Martin Luther King, Jr. holiday. Topics for the social skills lessons that were incorporated included: accepting differences, communicating with others, problem solving, dealing with conflict and being fair. It was necessary to revisit the skills of following directions and following rules.

For an incentive, the children in the targeted classroom received stars on flag for demonstrating good behavior and citizenship. The children also worked cooperatively to create class books about feelings and friendship.

During the rest of the school year, the researcher will continue to develop social skills lessons. The topics that will need to be introduced are accepting change and dealing with peer pressure. Cooperative learning activities will continue and increase as

the children mature. Listening, following directions, and following classroom and school rules will also be emphasized as the need arises.

The researchers modified the daily and weekly behavioral checklists during week three of implementation. The section labeled "wastes time" was deleted due to the fact that it was very closely related to off task behavior. The researchers made the observations that the students of the targeted classrooms had difficulty listening and following directions. Therefore, the sections "does not listen" and "does not follow directions" were added to the checklists. Modified checklists can be found in Appendices B and D.

Presentation and Analysis of Results

In order to assess the effects of direct social skills instruction, daily and weekly behavioral checklists were maintained throughout the intervention. These data were aggregated bi-weekly and are presented in the following tables.

Table 10 represents the categories and number of negative behaviors of the targeted kindergarten children of school A (classroom A).

Table 10
School A--Classroom A
Categories and Number of Negative Behaviors September 2, 1996 Through January 31, 1997

WEEKS	1-2	3-4	5-6	7-8	9-10	11-12	13-14	15-16	17-18	19-20
BEHAVIOR										
Interrupts Teacher	9	6	2	3	1	4	2	0	9	9
Does Not Work Independently	3	6	0	0	0	0	2	1	1	2
Off Task	43	26	12	17	26	29	5	51	47	42
Does Not Follow Rules	109	24	24	42	44	28	2	23	58	43
Disrespects Property	3	6	4	6	8	1	0	3	6	8
Fails to Finish Assignments	4	11	1	12	16	6	9	6	8	3
Does Not Listen	*	14	2	6	9	9	0	7	2	3
Wastes Time	1	**	**	**	**	**	**	**	**	**
Blames Others	1	1	0	0	4	0	1	1	3	2
Does Not Share	0	0	0	0	0	0	0	0	0	0
Does Not Follow Directions	*	106	36	47	27	45	2	20	56	20
Number of Days	9	10	10	9	9	9	7	10	9.5	9
Total Number of Children	27	17	17	17	17	17	17	17	17	17

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Of the 722 incidents recorded during the first 10 weeks of implementation 34% dealt with not following rules and 30% dealt with not following directions. It is also important to note that there was a high incidence of off task behavior which accounts for 17% of the total incidents.

There were 579 incidents recorded during the last ten weeks of the intervention period. This represents a 20% decrease in negative behavior. The researcher noted that although there was a 37% decrease in not following rules and a 34% decrease in not following directions these remained the problematic areas. Twenty-seven percent of the incidents recorded dealt with not following rules and 25% dealt with not following directions.

It is also important to note that there was a decrease (29%) in the ability to stay on task. Off task behavior increased from 124 incidents recorded during the first 10 weeks of the project to 174 incidents recorded during the last 10 weeks.

There were significant decreases in all but three of the behavioral categories. The researcher noted that there were modest increases in interrupting the teacher, blaming others, and off task behavior.

The researcher began with 27 children at the beginning of the 1996-1997 school year. At the end of the intervention there were 17 children due to the fact that 10 children either transferred to other classrooms or other schools. Table 11 represents the number of children involved in negative behaviors throughout the implementation period.

Table 11
School A--Classroom A
Number of Children Involved in Negative Behavior September 2, 1996 Through January 31, 1997

WEEKS	1-2	3-4	5-6	7-8	9-10	1-12	13-14	15-16	17-18	19-20
BEHAVIOR										
Interrupts Teacher	5	5	2	3	1	1	1	0	3	5
Does Not Work Independently	2	6	0	0	0	0	1	1	1	1
Off Task	21	10	9	6	11	10	2	12	8	10
Does Not Follow Rules	26	10	12	10	12	14	2	8	10	8
Disrespects Property	3	4	3	6	1	1	0	3	4	2
Fails to Finish Assignments	3	6	1	2	2	2	2	2	3	3
Does Not Listen	*	7	2	4	1	4	0	4	2	1
Wastes Time	1	**	**	**	**	**	**	**	**	**
Blames Others	1	1	0	0	0	0	1	1	2	1
Does Not Share	0	0	0	0	0	0	0	0	0	0
Does Not Follow Directions	*	17	15	15	12	12	1	8	15	8
Number of Days	9	10	10	9	9	9	7	10	9 5	9
Total Number of Children	27	17	17	17	17	17	17	17	17	17

Of the kindergarten children enrolled in the targeted classroom, all were involved in one or more of the behavior categories during the twenty week implementation period. It is important to note that there were significant decreases in the number of children involved during the second half of the intervention in all but one of the behavioral categories. There was an increase in the number of children blaming others.

Table 12 represents the kindergarten children of school A (classroom B). It is important to note that there were 25 children enrolled in this class at the beginning of the school year. However, through transferring to other schools the enrollment decreased to 18 children at the end of the implementation period. The following table represents the categories and number of negative behaviors throughout the intervention. The data were compiled bi-weekly and are presented in table twelve.

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Table 12
School A--Classroom B
Categories and Number of Negative Behaviors September 2, 2996 Through January 31, 1997

WEEKS	1-2	3-4	5-6	7-8	9-10	11-12	13-14	15-16	17-18	19-20
BEHAVIOR										
Interrupts Teacher	13	10	1	3	0	0	0	3	3	4
Does Not Work Independently	15	3	0	10	0	4	3	3	6	5
Off Task	57	27	40	43	16	10	2	7	10	10
Does Not Follow Rules	67	21	28	11	14	3	0	9	1	0
Disrespects Property	0	0	0	0	0	0	0	0	0	0
Fails to Finish Assignments	4	20	4	9	0	2	3	2	4	5
Does Not Listen	*	4	17	19	6	5	3	2	2	3
Wastes Time	5	**	**	**	**	**	**	**	**	**
Blames Others	3	2	2	5	0	2	1	0	0	0
Does Not Share	0	0	3	1	0	0	0	0	0	0
Does Not Follow Directions	*	29	2	3	0	0	4	4	5	2
Number of Days	9	10	10	9	9	9	7	10	9.5	9
Total Number of Children	25	18	18	18	18	18	18	18	18	18

Of the 517 incidents recorded during the first 10 weeks of implementation 35% dealt with off task behavior and 27% dealt with not following the rules. The remaining categories had very low incident rates.

There were 132 incidents recorded during the last 10 weeks of implementation. This represents a 74% decrease in negative behavior. The researchers noted that although there was an 83% decrease in off task behavior, this area remained a problematic area in that it still had a 30% incidence rate.

The researcher further noted that there were significant decreases in all behavioral categories. There were decreases by 50% or more in all but one of the areas being recorded. There was a 25% decrease in the behavioral category not working independently. The modest decrease in this category can be attributed to the

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fact that there was more being expected of the children during the second half of the implementation period.

Table 13 represents the number of children in school A (classroom B) that were involved in negative behavior throughout the intervention period.

Table 13
School A--Classroom B
Number of Children Involved in Negative Behavior September 2, 1996 Through January 31, 1997

WEEKS	1-2	3-4	5-6	7-8	9-10	11-12	13-14	15-16	17-18	19-20
BEHAVIOR										
Interrupts Teacher	6	1	3	3	0	0	0	1	1	3
Does Not Work Independently	3	0	1	4	0	4	0	1	2	2
Off Task	8	8	9	15	5	7	2	2	3	5
Does Not Follow Rules	13	9	6	6	2	2	0	1	1	1
Disrespects Property	1	0	0	0	0	0	0	0	0	0
Fails to Finish Assignments	7	1	4	5	0	2	1	2	3	3
Does Not Listen	*	6	8	7	1	2	3	1	1	3
Wastes Time	2	**	**	**	**	**	**	**	**	**
Blames Others	0	0	4	2	0	2	1	0	0	0
Does Not Share	0	0	1	1	0	0	0	0	0	0
Does Not Follow Directions	*	6	6	1	0	0	1	0	2	2
Number of Days	9	10	10	9	9	9	7	10	9 5	9
Total Number of Children	25	18	18	18	18	18	18	18	18	18

Less than half of the children in school A (classroom B) were involved in negative behavior in most of the behavioral categories throughout the implementation period. The researcher noted that there were significant decreases in the number of children involved dung the second half of the implementation period.

Table 14 represents the categories and number of negative behaviors in the fourth grade class of 21 students. The researcher noted that in this class of 21

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students. 5 were receiving special education services and were out of the room periodically.

Table 14
School B
Categories and Number of Negative Behaviors September 2 1996 Through January 31, 1997

WEEKS	1-2	3-4	5-6	7-8	9-10	11-12	13-14	15-16	17-18	19-20
BEHAVIOR										
Interrupts Teacher	81	34	6	0	4	1	0	0	4	3
Does Not Work Independently	47	0	1	0	1	1	0	0	2	2
Off Task	200	113	38	0	37	28	4	36	26	16
Does Not Follow Rules	273	77	49	41	34	31	29	44	37	15
Disrespects Property	8	9	4	0	1	0	0	2	0	0
Fails to Finish Assignments	56	66	30	15	24	10	11	29	14	30
Does Not Listen	*	249	83	60	62	22	23	56	32	9
Wastes Time	7	**	**	**	**	**	**	**	**	**
Blames Others	0	10	0	2	2	10	3	8	3	8
Does Not Share	0	0	0	0	0	0	0	0	0	0
Does Not Follow Directions	*	207	62	59	74	46	32	79	54	32
Number of Days	9	10	10	9	9	9	7	10	9 5	9
Total Number of Children	22	21	21	21	21	21	21	21	21	21

Of the 2,126 behaviors recorded during the first 10 weeks of implementation 22% dealt with not following the rules of the classroom, 19% dealt with not following directions and 18% dealt with off task behavior.

There were 793 incidents recorded during the last 10 weeks of implementation. This represented a 63% decrease in negative behavior. The researcher noted that although there was a 63% decrease in not following directions, this remained a problematic area with 31% of total negative behaviors falling into this category. Not following rules also remained a problematic area with 20% of total negative behaviors. However, there was still a 67% decrease in this area.

It is also important to note that there was a 56% increase in blaming others, which included not taking responsibility for one's actions. This was the only area that had an increase in negative behaviors. The other categories had significant decreases with the highest being a 94% decrease in interrupting the teacher. Does not work independently represented a 90% decrease in the total number of incidents recorded.

The following table represents the number of children in school B that were involved in negative behaviors throughout the implementation period.

Table 15
School B
Number of Children Involved in Negative Behavior September 2, 1996 Through January 31, 1997

WEEKS	1-2	3-4	5-6	7-8	9-10	11-12	13-14	15-16	17-18	19-20
BEHAVIOR										
Interrupts Teacher	6	5	3	0	1	1	0	0	2	1
Does Not Work Independently	3	0	1	0	1	1	0	0	1	2
Off Task	8	11	7	0	7	6	1	6	3	3
Does Not Follow Rules	13	7	7	6	4	6	9	6	8	3
Disrespects Property	1	1	3	0	1	0	0	2	0	0
Fails to Finish Assignments	7	13	13	9	11	4	6	10	7	9
Does Not Listen	*	12	13	13	12	5	6	15	6	3
Wastes Time	2	**	**	**	**	**	**	**	**	**
Blames Others	0	3	0	1	2	4	3	3	2	2
Does Not Share	0	0	0	0	0	0	0	0	0	0
Does Not Follow Directions	*	13	10	12	11	10	7	13	8	4
Number of Days	9	10	10	9	9	9	7	10	9 5	9
Total Number of Children	22	21	21	21	21	21	21	21	21	21

The number of children involved in negative behavior decreased significantly during the second half of the implementation period. It is important to note that several children consistently displayed negative behavior, therefore accounting for the decrease in the number of children involved and the high number of incidents recorded.

Table 16 represents the categories and number of negative behaviors of the targeted kindergarten children in school C. The data were collected through the recording of negative behaviors using daily and weekly behavioral checklists. The data were then aggregated bi-weekly and the results are presented in the following table.

Table 16
School C
Categories and Number of Negative Behaviors September 2, 1996 Through January 31, 1997

WEEKS	1	2	3-4	5-6	7-8	9-10	11-12	13-14	15-16	17-18	19-20
BEHAVIOR											
Interrupts Teacher	49	36	16	8	0	7	2	0	2	3	1
Does Not Work Independently	1	0	5	6	1	1	1	7	1	4	2
Off Task	21	39	28	30	7	20	41	27	29	16	9
Does Not Follow Rules	71	121	138	136	56	57	59	35	20	32	19
Disrespects Property	0	0	3	6	1	1	4	1	0	0	3
Fails to Finish Assignments	1	0	3	6	3	1	0	2	0	5	0
Does Not Listen	*	*	46	39	18	22	9	4	3	5	1
Wastes Time	0	0	**	**	**	**	**	**	**	**	**
Blames Others	0	1	6	3	2	1	2	1	1	3	4
Does Not Share	6	1	4	4	2	1	0	0	0	0	1
Does Not Follow Directions	*	*	37	54	11	31	14	10	7	6	7
Number of Days	4	5	9	9 5	9	7	9	8	6	8	9
Total Number of Children	25	25	22	22	22	22	22	22	22	22	22

Of the 1,284 incidents recorded during the first ten weeks of implementation 45% dealt with not following the rules of the classroom and 20% dealt with off task behavior. Other problematic areas included disrespecting property (17%), failing to finish assignments (17%), and blaming others (17%).

There were 379 incidents recorded during the last ten weeks of implementation, which represented a 70% decrease. The researcher noted that although there was a 72% decrease in the incidence rate in not following the rules of the classroom this remained a problematic area in that this accounted for 44% of the total incidents

recorded during the last ten weeks of the implementation period. There was a 53% decrease in off task behavior. Again, this remained a problematic area with 32% of the total behaviors fell into this category.

There were significant decreases in all of the behavioral categories during the last ten weeks of intervention. The most significant decreases were as follows:

- 94% decrease in not sharing
- 93% decrease in interrupting the teacher
- 85% decrease in not following directions
- 82% decrease in not listening

Table 17 represents the number of children involved in negative behaviors throughout the 20 week implementation period.

Table 17
School C
Number of Children Involved in Negative Behavior September 2, 1996 Through January 31, 1997

WEEKS	1	2	3-4	5-6	7-8	9-10	11-12	13-14	15-16	17-18	19-20
BEHAVIOR											
Interrupts Teacher	5	6	5	3	0	2	2	0	1	2	1
Does Not Work Independently	1	0	2	2	1	1	1	3	1	2	2
Off Task	7	7	5	9	3	8	8	7	8	6	4
Does Not Follow Rules	10	16	18	15	12	15	10	12	6	6	6
Fails to Finish Assignments	1	0	1	5	2	1	0	2	0	3	0
Does Not Listen	*	*	10	12	7	7	4	2	3	2	1
Wastes Time	0	0	**	**	**	**	**	**	**	**	**
Blames Others	0	1	2	2	1	1	2	1	1	2	2
Does Not Share	3	1	4	2	2	1	0	0	0	0	1
Does Not Follow Directions	*	*	9	15	6	11	6	6	4	5	5
Number of Days	4	5	9	9 5	9	7	9	8	6	8	9
Total Number of Children	25	25	22	22	22	22	22	22	22	22	22

The above table reflects the fact that there were significant decreases in all of the behavioral categories during the last ten weeks of implementation. The researcher

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noted that there were 2 children that were consistently involved in negative behavior. This accounted for the higher number of incidents noted in table 16.

The following bar graph represents the averages of the Social Skills Diagnostic Screening tool (see Appendix E) that were compiled by the researchers at School A, School B, and School C. These screenings were administered on September 13, 1996, November 22, 1996, and January 31, 1997. Each child in the targeted classroom was scored with points ranging from five with 1 representing "never"; 2 representing "rarely"; 3 representing "sometimes"; 4 representing "often"; and 5 representing "always". There was a possible total of 65 points. Each child was scored in the following areas:

- follows classroom rules
- speaks to teacher respectfully
- listens
- follows directions
- is on task most of the time
- can work independently
- is careful of possessions and property
- completes tasks
- completes and returns homework
- contributes to discussions
- interacts age appropriately with peers
- accepts responsibility and consequences for behavior
- exhibits self-control

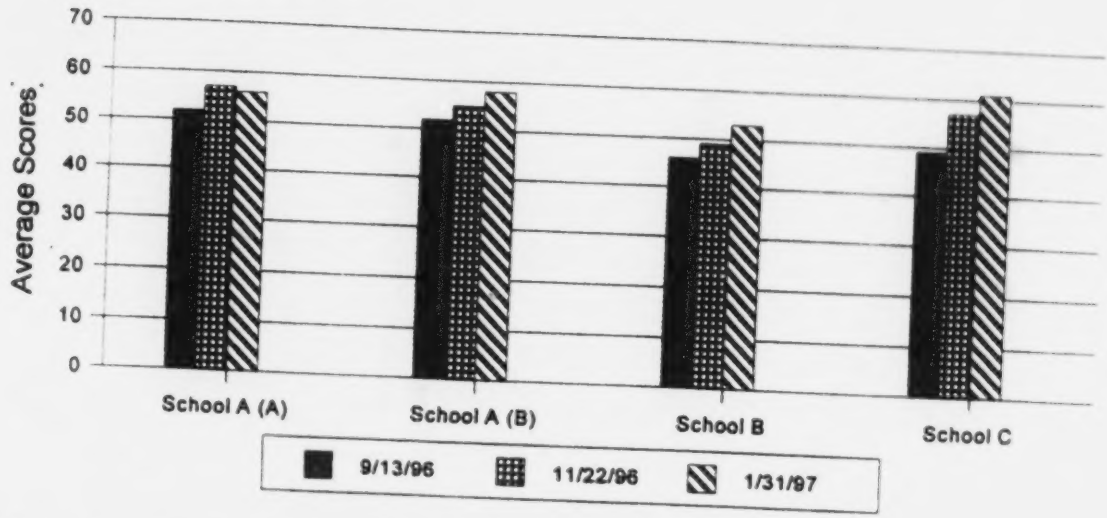

Figure 1. Results from Social Skills Diagnostic Screen completed on September 13, 1996, November 13, 1996, and January 31, 1997.

The intervention appears to have had a positive effect in the targeted classrooms as it was noted by the researchers that gains in the average scores were made while the action plan was in force. The raw data for these average scores can be found in Appendix F.

The average scores for classroom A, at School A were 52 points on the September screen (n=27), 57 points on the November screen (n=17), and 56 points on the January screen (n=17). The researcher noted that the score actually decreased by one point from November to January but did not feel that this was significant.

The average scores for Classroom B, at School A showed a steady increase in average scores. An average score of 52 points was indicated on the September screen (n=25); 55 points on the November screen (n=18); and 58 points on the January screen (n=18).

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School B's targeted classroom also showed a gain in the classroom average on the Social Skills Diagnostic Screen. The average scores for this group were 46 points on the September screen (n=22); 49 points on the November screen (n=21); and 53 points on the January screen (n=21).

A gain in the averages was also noted in the targeted classroom at School C. The average score on the September screen was 50 points (n=25); on the November screen was 57 points (n=22); on the January screen was 61 points (n=22). A mean increase of 11 points would indicate that the targeted classroom at school C showed the most improvement during the intervention period.

Conclusions and Recommendations

Based on the presentation and analysis of the data on direct social skills instruction, the students showed marked improvement in prosocial behaviors. The children of the targeted classrooms appeared to be able to internalize and transfer these skills with the use of daily practice, reading of literature, role playing, application to real life situations, and cooperative learning strategies.

To effect the desired changes in behavior, the researchers planned and carried out social skills lesson which incorporated the above mentioned strategies. The researchers, therefore would recommend that this systematic approach be used without alteration. However, changes in data collection methods would be recommended.

The researchers found that the daily and weekly behavioral checklists (see Appendices A, B, C, and D) were a beneficial tool in obtaining necessary data during the implementation period. However, it was quite time consuming and cumbersome to maintain these records over a 20 week period. Upon reflection, the researchers suggest that these checklists be used for 2-3 weeks at the end of the first month of school to

obtain baseline data, then at the end of the first semester, and finally at the end of the school year to assess progress. For teachers and researchers alike, this information could be used to see which behaviors needed the most attention. The researchers also found that the behavioral categories could be modified to fit the teacher's or researcher's needs.

The Social Skills Diagnostic Screen (see Appendix E) was probably the most beneficial tool used throughout the implementation of the action plan. It was easy to use and easy to explain. The researchers suggest that this tool be used four times per year (every nine weeks). These screens could be placed into the student's portfolio and used for parent-teacher conferences.

The Parent Communication Log (see Appendix G) was also found to be very useful. The researchers suggest that this log be kept as part of the teacher's file, to be used as the need arises.

The use of behavioral charts and incentives should be left to the discretion of the teacher. The researchers found that the Apple Tree Bulletin Board (see Appendix J) was beneficial to the younger children of the targeted school as a visual chart of their progress. The researchers further suggest that the visual be changed seasonally (Halloween, Thanksgiving, Christmas, etc.).

The researchers concluded that direct social skills instruction was very instrumental in effecting student behavior. While the goal was to improve the behavior of every child, additional social services and one-on-one psychological support is necessary for those children who are especially at risk for behavioral problems.

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APPENDICES

Appendix A

DAILY BEHAVIORAL CHECKLIST (Original)

NAME	Interrupts Teacher	Does Not Work Independently	Off Task	Does Not Follow Rules	Disrespects Property	Fails to Finish Assignments	Wastes Time	Blames Others	Does Not Share	
TOTALS										

Appendix B

DAILY BEHAVIORAL CHECKLIST (revised)

NAME	Interrupts Teacher	Does Not Work Independently	Off Task	Does Not Follow Rules	Disrespects Property	Fails to Finish Assignments	Does Not Listen	Blames Others	Does Not Share	Does Not Follow Directions
TOTALS										

Appendix C

WEEKLY BEHAVIORAL CHECKLIST (Original)

NAME	Interrupts Teacher	Does Not Work Independently	Off Task	Does Not Follow Rules	Disrespects Property	Fails to Finish Assignments	Wastes Time	Blames Others	Does Not Share
TOTALS									

Appendix D

WEEKLY BEHAVIORAL CHECKLIST (revised)

NAME	Interrupts Teacher	Does Not Work Independently	Off Task	Does Not Follow Rules	Disrespects Property	Fails to Finish Assignments	Does Not Listen	Blames Others	Does Not Share	Does Not Follow Directions
TOTALS										

Appendix E

SOCIAL SKILLS DIAGNOSTIC SCREEN

Please read each statement and rate the student by putting a number in the blank on the right side of the page. Please do not omit any items. It is also important that you use only whole numbers. Scoring will be as follows:

1 _____ 2 _____ 3 _____ 4 _____ 5

Never Rarely Sometimes Often Always

Student's Name: _____ Date of Screening: _____ Teacher: _____

Birthdate: _____ School: _____

This student . . .

1. follows classroom rules. 1. _____
2. speaks to teacher respectfully. 2. _____
3. listens 3. _____
4. follows directions 4. _____
5. is on task most of the time. 5. _____
6. can work independently. 6. _____
7. is careful of possessions and property. 7. _____
8. completes tasks. 8. _____
9. completes and returns homework. 9. _____
10. contributes to discussions. 10. _____
11. interacts age appropriately with peers. 11. _____
12. accepts responsibility and consequences for behavior. 12. _____
13. exhibits self control. 13. _____

Appendix F
Social Skills Diagnostic Screen (Raw Data)

School A--Classroom A
Social Skills Diagnostic Screen Results September 13, 1996
Percentage of students in each category

STUDENT BEHAVIOR	Never	Rarely	Sometimes	Often	Always
Follows Classroom Rules	0	7	30	37	26
Speaks to Teacher Respectfully	0	0	0	4	96
Listens	0	4	30	33	33
Follows Directions	0	7	41	22	30
On Task	4	15	41	26	15
Works Independently	4	19	15	30	33
Careful of Property and Possessions	0	0	4	4	93
Completes Tasks	7	11	15	19	48
Completes and Returns Homework	7	19	7	26	41
Contributes to Discussions	11	15	44	19	11
Interacts Age Appropriately With Peers	0	4	11	52	33
Accepts Responsibility and Consequences	0	4	19	19	59
Uses Self Control	0	11	15	15	59

n=27

School A--Classroom A
Social Skills Diagnostic Screen Results November 22, 1996
Percentage of students in each category

STUDENT BEHAVIOR	Never	Rarely	Sometimes	Often	Always
Follows Classroom Rules	0	0	12	59	29
Speaks to Teacher Respectfully	0	0	0	6	94
Listens	0	0	18	24	59
Follows Directions	0	0	18	47	35
On Task	0	18	6	47	29
Works Independently	0	0	6	12	82
Careful of Property and Possessions	0	0	6	6	88
Completes Tasks	0	0	6	6	88
Completes and Returns Homework	6	12	24	12	41
Contributes to Discussions	0	6	24	41	29
Interacts Age Appropriately With Peers	0	0	12	0	88
Accepts Responsibility and Consequences	0	0	24	12	65
Uses Self Control	0	12	12	18	59

n=17

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Appendix F

School A--Classroom A
Social Skills Diagnostic Screen Results January 31, 1997
Percentage of students in each category

STUDENT BEHAVIOR	Never	Rarely	Sometimes	Often	Always
Follows Classroom Rules	0	6	18	41	35
Speaks to Teacher Respectfully	0	6	0	0	94
Listens	0	0	18	18	65
Follows Directions	0	0	18	18	65
On Task	0	0	41	29	29
Works Independently	0	0	12	18	71
Careful of Property and Possessions	0	0	0	24	76
Completes Tasks	0	0	6	35	59
Completes and Returns Homework	0	29	24	6	41
Contributes to Discussions	0	18	18	47	18
Interacts Age Appropriately With Peers	0	0	6	35	59
Accepts Responsibility and Consequences	0	6	12	12	71
Uses Self Control	0	18	6	35	41

n=17

School A--Classroom B
Social Skills Diagnostic Screen Results September 13, 1996
Percentage of students in each category.

STUDENT BEHAVIOR	Never	Rarely	Sometimes	Often	Always
Follows Classroom Rules	0	8	16	64	12
Speaks to Teacher Respectfully	0	0	0	4	96
Listens	0	8	16	52	24
Follows Directions	0	12	20	56	12
On Task	0	12	5	12	5
Works Independently	0	8	16	60	16
Careful of Property and Possessions	0	0	0	0	100
Completes Tasks	0	4	12	48	36
Completes and Returns Homework	0	32	12	32	24
Contributes to Discussions	0	24	12	36	28
Interacts Age Appropriately With Peers	0	4	12	52	32
Accepts Responsibility and Consequences	0	0	16	48	36
Uses Self Control	0	0	24	40	36

n=25

Appendix F

School A--Classroom B
Social Skills Diagnostic Screen Results November 22, 1997
Percentage of students in each category

STUDENT BEHAVIOR	Never	Rarely	Sometimes	Often	Always
Follows Classroom Rules	0	0	11	78	11
Speaks to Teacher Respectfully	0	0	0	17	83
Listens	0	0	6	56	39
Follows Directions	0	0	6	83	22
On Task	0	11	17	44	23
Works Independently	0	0	11	56	33
Careful of Property and Possessions	0	0	0	11	89
Completes Tasks	0	11	6	39	44
Completes and Returns Homework	0	11	22	33	33
Contributes to Discussions	0	11	17	33	39
Interacts Age Appropriately With Peers	0	0	6	39	56
Accepts Responsibility and Consequences	0	0	11	39	56
Uses Self Control	0	0	11	44	44

n=18

School A--Classroom B
Social Skills Diagnostic Screen Results January 31, 1997
Percentage of students in each category

STUDENT BEHAVIOR	Never	Rarely	Sometimes	Often	Always
Follows Classroom Rules	0	0	11	33	56
Speaks to Teacher Respectfully	0	0	0	0	100
Listens	0	0	6	28	67
Follow Directions	0	6	0	39	56
On Task	0	11	6	39	44
Works Independently	0	11	0	44	44
Careful of Property and Possessions	0	0	0	6	94
Completes Tasks	0	11	0	17	72
Completes and Returns Homework	0	22	11	17	50
Contributes to Discussions	0	17	6	11	67
Interacts Age Appropriately With Peers	0	6	11	6	78
Accepts Responsibility and Consequences	0	6	0	6	89
Uses Self Control	0	6	6	6	83

n=18

Appendix F

School B
Social Skills Diagnostic Screen Results September 13, 1996
Percentage of students in each category

STUDENT BEHAVIOR	Never	Rarely	Sometimes	Often	Always
Follows Classroom Rules	0	14	23	45	18
Speaks to Teacher Respectfully	0	5	27	32	36
Listens	0	27	32	40	0
Follows Directions	0	23	40	27	9
On Task	0	18	32	45	9
Works Independently	5	18	27	18	32
Careful of Property and Possessions	0	9	23	45	23
Completes Tasks	0	5	45	36	14
Completes and Returns Homework	0	5	45	36	14
Contributes to Discussions	27	23	18	23	9
Interacts Age Appropriately With Peers	0	5	23	32	40
Accepts Responsibility and Consequenses	0	18	27	36	18
Uses Self Control	0	18	14	45	23

n=22

School B
Social Skills Diagnostic Screen Results November 22, 1996
Percentage of students in each category

STUDENT BEHAVIOR	Never	Rarely	Sometimes	Often	Always
Follows Classroom Rules	0	5	24	52	19
Speaks to Teacher Respectfully	0	0	19	29	52
Listens	5	5	38	33	19
Follows Directions	0	14	19	52	14
On Task	0	14	14	62	10
Works Independently	5	14	10	48	24
Careful of Property and Possessions	0	5	24	43	29
Completes Tasks	0	0	38	33	29
Completes and Returns Homework	0	5	29	43	24
Contributes to Discussions	5	29	33	19	14
Interacts Age Appropriately With Peers	0	10	24	14	52
Accepts Responsibility and Consequences	0	14	19	29	38
Uses Self Control	0	10	24	33	33

n=21

Appendix F

School B
Social Skills Diagnostic Screen Results January 31, 1997
Percentage of students in each category

STUDENT BEHAVIOR	Never	Rarely	Sometimes	Often	Always
Follows Classroom Rules	0	5	14	29	52
Speaks Respectfully to Teacher	0	5	5	33	57
Listens	0	5	33	33	29
Follows Directions	0	5	24	43	29
On Task	0	10	14	48	29
Works Independently	5	0	19	19	57
Careful of Property and Possessions	0	5	19	33	43
Completes Tasks	0	0	33	29	38
Completes and Returns Homework	0	5	29	10	57
Contributes to Discussions	5	24	29	19	24
Interracts Age Appropriately With Peers	0	10	14	19	57
Accepts Responsibility and Consequences	5	5	14	24	52
Uses Self Control	5	5	10	38	43

n=21

School C
Social Skills Diagnostic Screen Results September 13, 1996
Percentage of students in each category

STUDENT BEHAVIOR	Never	Rarely	Sometimes	Often	Always
Follows Directions	0	16	36	40	8
Speaks to Teacher Respectfully	0	0	24	24	52
Listens	0	16	28	36	20
Follows Directions	0	20	32	28	20
On Task	0	16	28	28	28
Works Independently	0	4	24	36	36
Careful of Property and Possessions	0	4	36	20	40
Completes Tasks	0	4	24	20	52
Completes and Returns Homework	4	12	8	32	44
Contributes to Discussions	0	20	36	32	12
Interacts Age Appropriately With Peers	0	8	25	24	40
Accepts Responsibility and Consequences	0	8	36	24	32
Uses Self Control	0	16	20	32	32

n=25

Appendix F

School C
Social Skills Diagnostic Screen November 22, 1996
Percentage of students in each category

STUDENT BEHAVIOR	Never	Rarely	Sometimes	Often	Always
Follows Directions	0	0	23	50	27
Speaks to Teacher Respectfully	0	0	9	27	64
Listens	0	0	18	50	32
Follows Directions	0	0	14	50	36
On Task	0	5	5	50	41
Works Independently	0	0	5	18	77
Careful of Property and Possessions	0	0	18	23	59
Completes Tasks	0	0	5	14	82
Completes and Returns Homework	5	0	9	5	82
Contributes to Discussions	0	9	9	50	32
Interacts Age Appropriately With Peers	0	0	14	27	59
Accepts Responsibility and Consequences	0	0	14	27	59
Uses Self Control	0	0	18	27	55

n=22

School C
Social Skills Diagnostic Screen January 31, 1997
Percentage of students in each category

STUDENT BEHAVIOR	Never	Rarely	Sometimes	Often	Always
Follows Directions	0	0	0	50	50
Speaks to Teacher Respectfully	0	0	0	14	86
Listens	0	0	9	27	64
Follows Directions	0	0	5	41	54
On Task	0	0	9	18	72
Works Independently	0	0	5	5	90
Careful of Property and Possessions	0	0	5	23	72
Completes Tasks	0	0	0	9	91
Completes and Returns Homework	0	5	5	0	91
Contributes to Discussions	0	9	0	23	68
Interacts Age Appropriately With Peers	0	0	0	27	72
Accepts Responsibility and Consequences	0	0	0	18	82
Uses Self Control	0	0	0	36	64

n=22

Appendix G

COMMUNICATION LOG

Name _____ Parents _____

Home Phone _____ Work Phone _____

Family Data _____

_____

Health Date _____

_____

Date Subject Response

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Appendix H

DESCRIPTIONS, ADVANTAGES, AND DISADVANTAGES OF INSTRUCTIONAL TACTICS FOR TEACHING SOCIAL SKILLS

Instructional Strategy	*Description*	*Advantages*	*Disadvantages*
Modeling	Exposing target student to display of prosocial behavior	Easy to implement	Not sufficient if used alone
Strategic placement	Placing target student in situations with other students who display prosocial behaviors	Employs peers as change agents. Facilitates generalizations. It is cost effective	Research data inconclusive when used alone
Instruction	Telling students how and why they should behave a certain way, and/or giving rules for behavior	Overemphasizes norms/expectations	Not sufficient if used alone
Correspondence training	Students are positively reinforced for accurate report regarding their behavior	Facilitates maintenance and generalization of training. Is cost effective	Very little documentation of effectiveness
Rehearsal and practice	Structured practice of specific prosocial behavior	Enhances skill acquisition	Not sufficient to change behavior if used alone
Positive reinforcement or shaping	Prosocial behaviors or approximations are followed by a reward or favorable event	Strong research support for effectiveness	Maintenance after treatment termination is not predictable
Prompting and coaching	Providing students with additional stimuli/prompts which elicit the prosocial behavior	Particularly effective after acquisition to enhance transfer to natural settings	Maintenance after treatment termination is not predictable
Positive practice	A consequence strategy in which student repeatedly practices correct behavior	May produce immediate increases in prosocial behavior	Long-term effectiveness not documented. Less restrictive approaches should be used first

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Appendix H

Instructional Strategy	Description	Advantages	Disadvantages
Multimethod training packages	Multicomponent instructional package which incorportes sever behavioral techniques	Greater treatment strength and durability applicable to a wide range of children and settings	

Appendix I
LIST OF AVAILABLE PROGRAMS

Arizona Basic Assessment and Curriculum Utilization System (ABACUS).

American Guidance System. Duso Kit D1 and D2 Revised.

Armstrong, Mulderne & McPherson. (1988). Socially appropriate and inappropriate development (SAID): Social skills assessment and instruction program.

Bash and Camp. (1985). Think out loud: Increasing social and cognitive skills, a problem solving program for children.

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Wilkinson, J., & Carter, S. (1982). Social skills training manual: Assessment, program design and management of training. New York: Wiley.

Appendix J
Sample Lesson
Lesson 2
Kindergarten

Topic: Avoiding Uncontrolled Negative Behavior

Objective: The children will learn controlled positive behavior, to assure an environment conducive to learning and living.

Directed Learning

1. Establish the Need: The purpose of the lesson is to provide appropriate disciplinary action when necessary by taking away of adding activities which students enjoy. (Positive/Negative Reinforcement.

2. Introduction: "Children you all know it is important to have rules for the classroom. We also have to have something called DISCIPLINARY ACTION for those children who do not follow the rules." Now, tell the children the following story.

> "There was once a boy named John. He was a kindergartner who knew all the rules, but had one big problem. He didn't follow the rules. One day he ran fast across the room. Because he broke the rule, he have to stay in Time Out for five minutes. John sat there while the rest of the class was having fun learning so many new things and playing new games." (acted out on flannel board or skit by the teacher.)

After the story discuss the rationale for having rules:

a. Rules keep us safe.
b. Rules help us learn.
c. Rules help us get along and work together.

Appendix J

3. ***Identify skills components:*** (Refer to Rules Chart)

Sample Skills:

a. Walk, do not run, in the classroom.
b. Speak in a quiet voice.
c. Be a good listener.
d. Follow the teacher's directions.
e. Share during play time.
f. Put things away when finished.
g. Ask, if not knowing what to do.
h. Raise hand before asking a question.
i. Do not disturb others during work time.
j. Finish work.

Post and explain the consequences for not following the rules.

a. Verbal warning.
b. Name on board.
c. Time out (five minutes)
d. Ban from centers, games, or activities.
e. Note home.
f. Principal's office.

4. ***Model the skill:*** Teacher explains the skill. This should be done in several lessons that review the rules and show the consequences if the rules are not followed.

5. ***Behavioral rehearsal:***

a. Selection: Teacher selects several children to demonstrate various rules and consequences.

b. Role Play: Have children play their assigned roles (eg. running in the classroom, resulting in Time Out for five minutes).
Develop disciplinary strategies for each rule with students and the skills needed to follow the rules.

Appendix J

c. Completion: After each role play, reinforce the correct behavior and identify inappropriate behavior. Reenact role play with corrections. If there are no corrections, role play is complete.

d. Reinforcers: During the role play, the teacher will use verbal and non-verbal praise and expressions of approval to develop the children's understanding and elicit appropriate behavior, the teacher should remember to regularly praise and express appreciation to the class for practicing self control.

e. Discussion: The teacher will ask the children to describe what they learned from the role play about rules and consequences. (Note responses in Teacher's Journal)

6. Practice: To maintain and reinforce this skill, children's names can be put on large apple shapes and the "apples" pinned to a large tree chart. If a child breaks a rule, his/her apple "gets loose" from the tree. With each level, privileges are lost. If the apple "hits the ground", the principal or parent is notified (Parent contact will be logged in Communication Log). Return all apples to the top of the tree daily for a fresh start.

Verbal Warning _____
Name on Board _____
Time Out _____
Ban from Activities _____
Note Home _____
Principal's Office _____

Appendix J

7. ***Independent use:*** Children will take home a letter explaining disciplinary actions for their behavior in school (See sample letter next page). Parents are asked to reinforce the results of their positive/negative behaviors at home. The letter should be returned with adults signature.

8. ***Continuation:*** Teacher will tell the children to remember to learn the skills that avoid behaviors that require DISCIPLINARY ACTION. Continue to point out the need for these skills as related situations arise throughout the year.

Lesson Plan Adapted From: Ready-to-Use Social Skills Lesson & Activities for Grades Pre K - K

Appendix J
Sample Parent Letter

Dear Family:

I am learning to keep the rules established in my classroom. These are the skills required to follow the rules:

1. Walk. Do not run.
2. Speak in a quiet voice.
3. Be a good listener.
4. Follow the teacher's directions.
5. Share during play time.
6. Put things away when finished.
7. Ask, if not knowing what to do.
8. Raise have before asking a question.
9. Do not disturb others during work time.
10. Finish "do now" work now.

When we break the rules, consequences are (listed in order of increased severity):

1. Verbal warning.
2. Name on board.
3. Time out (five minutes).
4. Ban from centers, games, or activities.
5. Note home.
6. Principal's office.

Will you please sign my note so that I can return it to my teacher?

Thank you.

_____
Child

_____
Parent Signature

Name: _____ Room: _____ Date: _____

Appendix K
Sample Lesson Plan
Lesson 16
Kindergarten

Topic: Improving Self Image

Objective: The child will have a feeling of self worth.

Materials Needed: Full length mirror, roll of white 36" wide paper, two dolls, and crayons/markers.

Directed Lesson:

1. Establish the Need: "There are so many ways that we are different, and these differences make each one of us very special."

2. Introduction: "Let's take a look at the colors we are wearing. Look at your pants, shirt, shoes. Raise your hand if you are wearing something red.....etc."

Point out differences in colors, designs, styles, etc. in clothing.

Point out differences in hair, color, size, physical features, etc.

Message to Children: "Does being different make us O.K.? We have different things that we like." Solicit ideas from children about some of the things they like or like to do.

3. Identify the Skill Component:

List on the board or chart paper:

a. Think about what you have in common with others.
b. Think about something you like about yourself.
c. Think about how you are special or unique.
d. Think about something about something that gives you joy.
e. Say to yourself, "I am special because....."

4. Model the Skill: Use two dolls, lay them on a piece of paper, and outline. Have the children identify which doll goes with the outline.

Appendix K

5. ***Behavioral Rehearsal:*** (Teacher or adult assisted) Help the children get a partner and have them trace around partner on large, white paper. When the outline is finished, the teacher (or other adult) will cut it out and write the child's name on the back.

6. ***Practice:*** Use the full length mirror and have the children look at themselves.

Cooperative Learning Activity

Have the children Think/Pair/Share with their partners to discuss their personal descriptions and something that each likes and likes to do.

7. ***Continuation:*** Have the children fill in the outline of themselves by adding details of their features and clothing. Display pictures in hallway and label with each child's name. Caption: "It's O.K. To Be Me"

8. ***Independent Use:*** For a follow up activity have each student draw and color a self portrait. Let children write or dictate a sentence that tells about themselves. Date and save for portfolio.

Additional Activities:

Independent: Invite the children to bring pictures of themselves from home to put on bulletin board. If some children are not able to bring a picture from home, use a school picture or photo taken at school.

Guided Homework Assignment: Parents should help each child make a booklet, "All About Me". (See Appendix I)

Children's Literature:

The Little Wood Duck, Brian Wildsmith
Elmer, David McKee
I'm Terrific, Marjorie Sharmat
I Like Me, Nancy Carlson
Something to Crow About, Megan Lowe
Fish is Fish, Leo Lionni
Ira Sleeps Over, Bernard Weber

Appendix K

Lesson Plan adapted from: Ready-to-Use Social Skills Lessons & Activities for Grades Pre K - K

Appendix L
Sample Lesson Plan
Lesson 21
Kindergarten

Topic: Knowing and Accepting the Consequences of Our Actions

Objective: The children will know and accept consequences for their own actions

Directed Lesson

1. Establish the Need: The teacher establishes the need by stating the importance of having rules. "Rules help us to be safe and happy. When we do not follow the rules, we have to be by ourselves or lose the privilege of playing and learning with our friends and family."

2. Introduction: "Today we are going to talk about rules and what happens is we do not do what the rules tell you to do. If you break a rule, you have to accept the consequences."

> For example: "One of our classroom rules is, listen to directions so that you are able to complete your work. The consequence, or what will happen if you do not listen and do not complete your work, is that you will be left out of a 'special activity' for the day."

Follow All The Rules

"If you don't follow the rules, you are responsible for the consequences."

a. Verbal Warning
b. Name on Board
c. Time Out
d. Ban from Activities
e. Note Home
f. Principal's Office

3. Identify the Skill Components: (The teacher will use hand puppets to identify the following skills). (List on board).

1. Say what you did wrong.
2. Say what you should have done.
3. Say the consequences for what you did.
4. Accept the consequences without getting upset or angry.

Appendix L

4. Model the Skill: The teacher models the skill by demonstrating with hand puppets. Use an inappropriate behavior in the demonstration and the consequences to be received by following the set of six consequences listed on the chart.

5. Behavioral Rehearsal:

a. Selection: The teacher selects children to role play in small groups of three or four.

b. Role Play: Students will role play in their small groups some inappropriate behaviors as suggested by the teacher. They will use the skill component to determine and accept the appropriate consequences.

c. Completion: After each role play, reinforce correct behavior, identify inappropriate behaviors, and reenact role play with corrections.

d. Reinforcers: After the role play, the teacher will give praise for identifying appropriate responses.

e. Discussion: The teacher will ask the children: "How does it feel when we do something wrong and have to take the consequences?"

6. Practice: The teacher will make up situations that the children can act out using the puppets or flannel board cut outs.

7. Independent Use: Ask children to talk about a consequence for an inappropriate action they did at home and the draw a picture correcting the behavior or by modeling. Also have them color a worksheet of the "Wise Old Owl's Classroom Rule and Consequences". (See Appendix J).

8. Completion:. The teacher will tell the children that using this skill will help them get along with others.

Appendix L

Suggested Literature:
Once A Mouse. Marcia Brown
Good-Night Owl. Pat Hutchins

Lesson Plan Adapted From: Ready-to-Use Social Skills Lessons and Activities for Grades Pre K - K

Appendix M
Sample Lesson Plan
Lesson 44
Grade 4

Topic: Recognizing Another's Emotions

Objective: When presented with someone showing obvious sign of an emotion or mood, the student will learn to recognize the emotion or mood and express the feeling in words.

Directed Lesson

1. ***Establish the Need:*** Discuss with students that sometimes our behavior is affected by our feelings, which can be seen through the various moods and emotions we express. In order to get along with others, we must learn how to recognize and understand others' feelings.

2. ***Identify the Skill Component:*** (List on board)

   a. Look at the person.
   b. Decide what you think the person is feeling.
   c. Ask the person if he/she is feeling the way you think.
   d. Tell the person you would like to help.
   e. Leave the person alone until he/she asks for help.

3. ***Model the Skill:*** Demonstrate various emotions nonverbally, such as anger, happiness, sadness, etc. Tell the students what mood you are showing and how they might be able to distinguish between different moods by noting body language.

4. ***Behavioral Rehearsal:***

   a. Selection: Teacher will have three students role play moods or emotions while other students identify the mood or emotions.
   b. Role Play: Student starts crying after teacher returns a paper.
      Student runs into the room laughing and clapping his hands.
      Student slams book shut and throws away paper.
   c. Completion: After each role play, reinforce correct behavior, identify inappropriate behaviors, and reenact role play with corrections. If there are no corrections, role play is complete.

Appendix M

d. Reinforcers: Material rewards, verbal praise, nonverbal expression of approval (smile, pat, hug, etc.), group reinforcement.

5. Practice: Students will complete and discuss an activity sheet entitled, "What Emotions Do You See?" (see Appendix K)

6. Independent Use: Students can be made aware of how they can use this skill at home, on the playground, in the lunchroom, and elsewhere.

7. Continuation: Point out the value of others' feelings in all our relationships with one another.

Lesson Plan Adapted From: Ready-to-Use Social Skills Lessons & Activities for Grades 4 - 6

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All About Me!

Place Photograph Here

_____ is special!

I am Special

My birthday is _____.

My eyes are _____.

My hair is _____.

I am ___ years old.

I am good at _____.

My family

I have ___ sisters.

I have ___ brothers.

I have ___ people in my family.

We share special times. As a family we like to:

_____

_____

_____

Favorites

My favorite color is _____.

My favorite food is _____.

My favorite book is _____.

My favorite friend is _____.

Feelings

I feel happy when

I feel sad when

I feel angry when

Appendix Q
Classroom Management Plan

Teacher_____ Grade_____

Guidelines:

--treat others with courtesy

--keep hands to self

--be a good listener and a quiet worker (Raise your hand for a turn.)

--walk in the hallways and the classroom

--put away toys and school supplies

--no gum chewing

--use the bathroom as needed (The children are encouraged to use the restroom and get a drink when they first come into the classroom in the morning, before recess and lunch, and during our playtimes).

Consequences for poor choices:

I usually try to use positive reinforcement to reward good behavior. ("I like how quietly Mary is sitting." "The children at the red table put away their supplies nicely.") In case this plan is not effective, the following steps are used to improve classroom behavior:

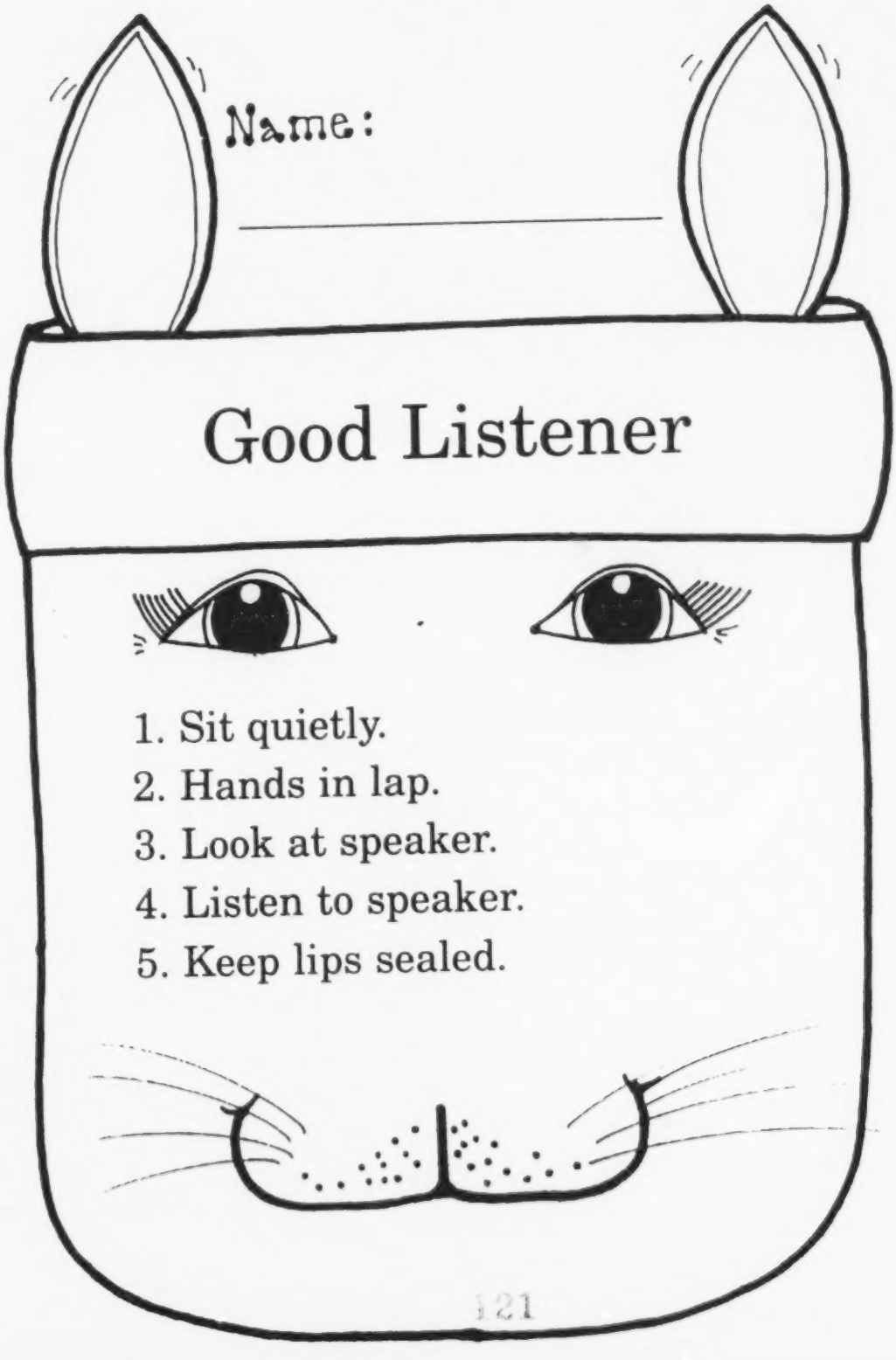
--verbal or visual reprimand (Reminder/Warning)

Appendix Q

--time out (Move the child away from the group or out of the activity.... the child is told to sit down at his/her desk if we are on the rug, sit in the hall if we are working at our tables).

--write child's name on chalkboard which indicates 5 minutes of playtime/recess is given up--all of playtime/recess is given up if name is circled for second offense or no improvement in behavior is noticed, or if it is serious offense it may be necessary for me to call home or send a note if it appears that there is a serious problem. It may also be necessary to meet with the principal if assistance to gain positive behavior.

Appendix R



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Appendix S

Date: _____

Child's
Name _____

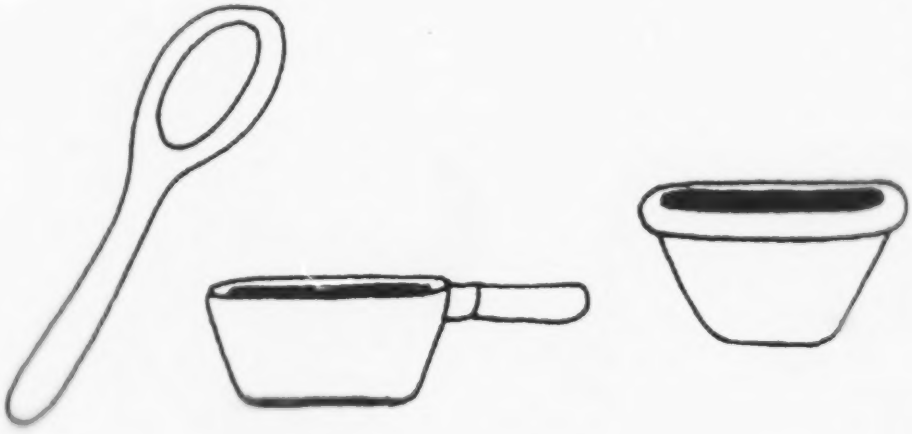
Dear Family:

I am learning to keep my classroom neat and clean. Will you help me to be neat and clean at home?

Please take out three (3) kitchen items, such as spoon, pan, bowls or other things we use at home. Put them around the room, and be sure to tell me where they belong.

Now, watch me! I will show you that I can put them all back where they belong.

When I have cleaned up nicely, will you please sign my note so that I can return it to my teacher? Thank You!

_____

(Parent Signature)